DOCUMENT RESUME

ED 290 317 EC 201 781

TITLE Gifted and Talented Needs Assessment. Evaluation

Report, 1986-87.

INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation

Services.

PUB DATE Jun 87 NOTE 222p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Administrator Attitudes; *Administrator

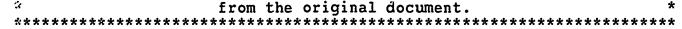
Responsibility; Counselor Attitudes; Elementary Secondary Education; *Gifted; Inservice Teacher Education; *Needs Assessment; Parent Attitudes; *Parent Participation; Parent School Relationship; Professional Development; Student Attitudes; Surveys;

*Talent Identification; Teacher Attitudes

IDENTIFIERS *Saginaw City School System MI

ABSTRACT

A needs assessment of the Saginaw (MI) Public Schools Gifted and Talented Program (grades K-12) gathered information from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. A total of 481 out of 1004 possible respondents returned the survey, with a lower than hoped for rate among elementary and secondary parents (29 and 22 percent respectively). Five functions emerged as the areas of highest need: (1) identification of gifted/talented students; (2) auxiliary support and staff; (3) parental involvement and commitment; (4) staff development; and (5) leadership by principal. One appendix contains a list of all high need functions and should be helpful in translating priorities into action plans for both elementary and secondary gifted and talented programs. Other appendices and tables provide copies of the survey instruments, detailed statistical analyses of the responses from each group, and a profile of return rates for each group. (VW)





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GIFTED AND TALENTED NEEDS ASSESSMENT

1986-87

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, Pi "AM EVALUATION AND RESEARCH SERVICES -

Saginaw Public Schools Saginaw, Michigan

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

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June, 1987

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TABLE OF CONTENTS

		Page
INTRODUCTION		:
What is a Ne	eds Assessment?	
Groups Inclu	ided in Saginaw's Gifted and Talented Needs Assessment	
How Were the	Data Collected?/What is a Priority Need Index?	
What was the	Focus of the Question?	
mac was ene	rocas or the daestron.	(
PRESENTATION	OF DATA	14
A. District	-Wide Total Responses	14
B. Elementa	ry Professional Staff Responses	20
C. Elementa	ry Parent Responses	25
D. Secondar	ry Professional Staff Responses	29
E. Secondar	y Parent Responses	34
F. Secondar	y Student Responses	38
	y deduction responses a second	30
SUMMARY OF M	AJOR FINDINGS	43
APPENDICES .	•••••••	47
Appendix A:	Needs Assessment Instruments and Parent Cover Letter	48
Appendix B:	Groups Surveyed and Return Rates for the 1987 Gifted and Talented Needs Assessment	105
Appendix C:	District-Wide Total (T): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Ranked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	106
Appendix D:	District-Wide Total (T): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and QuestionSpring, 1987	107
Appendix E:	Elementary Professional Staff (EPS): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Ranked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	122
Appendix F:	Elementary Professional Staff (EPS): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and Question	
	Spring, 1987	123



i

TABLE OF CONTENTS (Continued)

		Page
Appendix G:	Elementary Parents (EP): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Tanked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	138
Appendix H:	Elementary Parents (EP): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and QuestionSpring, 1987	139
Appendix I:	Secondary Professional Staff (SPS): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Ranked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	154
Appendix J:	Secondary Professional Staff (SPS): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and Question-Spring, 1987	155
Appendix K:	Secondary Parents (SP): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Ranked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	170
Appendix L:	Secondary Parents (SP): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and QuestionSpring, 1987	171
Appendix M:	Secondary Students (SS): Average "Desired" and "Actual" Responses to the Gifted and Talented Needs Assessment Ranked According to Function from Highest to Lowest Priority Need IndexSpring, 1987	186
Appendix N:	Secondary Students (SS): Average "Desired" and Average "Actual" Responses to the Gifted and Talented Needs Assessment by Function and QuestionSpring, 1987	187
Appendix 0:	Summary of High Priority Needs as Indicated by High Priority Need Index Functions and Questions for the Total and Each Respondent Group	202
Appendix P:	High Priority Need Index Functions and Questions for Individual Groups Polled and TotalSpring, 1987	203



LIST OF TABLES

lable [Page
1	Theoretical Priority Need Index (PNI) Limits Contrasted with Actual Question PNI Limits for Elementary Professional Staff and Parents; Secondary Professional Staff, Parents, and Students; and Total	7
2	Number of Questions Per Function by Respondent Population to the 1986-1987 Gifted and Talented Program Needs Assessment	9
B • 1	Groups Surveyed and Return Rates for the 1987 Gifted and Talented Needs Assessment	105
0.1	Summary of High Priority Needs as Indicated by High Priority Need Index Functions and Questions for the Total and Each Respondent Group	202



iii

INTRODUCTION

The School District of the City of Saginaw has been actively involved in the development and implementation of programming for gifted and talented students for quite some time. The district has long recognized the need for some type of special programming to meet the needs of this unique population. In the Fall of 1981 after a great deal of study the district opened both an elementary and secondary gifted and talented program. The Program for Creative and Academically Talented (PCAT) for grades K-6 was opened at Handley Elementary School. This full-day comprehensive program served students county-wide. Simultaneously with the PCAT opening, the Center for the Arts and Sciences (CAS) for grades 7-12 was opened at the Ruben Daniels Lifelong Learning Center. This new center provided a half-day advanced academic and fine arts program again for students throughout Saginaw county.

This report represents the next developmental step in refining the gifted and talented offerings. What are the strengths and weaknesses of the gifted and talented program according to gifted and talented professional staff (teachers, counselors, and administrators), secondary student participants, and parents of both elementary and secondary participants? In what areas are these programming efforts performing as well as desired and where do inadequacies exist? What areas of operation warrant attention to remedy weaknesses? Questions such as these deserve answers, and an effort was made during April, 1987, to gather information through a needs assessment survey to find these answers. (See Appendix A for a copy of the various instruments and cover letter.)



6

WHAT IS A NEEDS ASSESSMENT?

A needs assessment is a logical problem solvir tool. It is usually the first step and a vital component of comprehensive program planning. A needs assessment is not a program change by itself, but it is a method for helping to determine if change is necessary or desired. It provides information which assists in setting priorities for future development and provides a basis for allocating scarce resources.

A needs assessment is a structured process for identifying and documenting the difference between "what is" and "what should be". The needs assessment process determines: (1) the differences which exist between a <u>desired</u> state of affairs with respect to important goals and functions and the <u>present</u> or actual state of conditions and (2) a list of <u>prioritized needs</u> from these identified differences.

In addition to prioritizing needs in terms of the ongoing functions and goals of a program, a needs assessment should provide a sense of direction regarding new or emerging needs and issues.

A needs assessment is a systematic process which asks three relatively simple questions:

- i. Where are we?
- 2. Where do we want to go?
- 3. How do we get from here to there?

In essence, the results of a good needs assessment form the basis for sound goal setting and planning.



GROUPS INCLUDED IN SAGINAW'S GIFTED AND TALENTED NEEDS ASSESSMENT?

Information was gathered from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. During the first two weeks of April, 1987, parents were mailed a question-naire, and professional staff and students completed the questionnaires, to provide the necessary data. A total of 481 of 1,004 possible respondents (47.9%) provided responses (see Appendix B for a breakdown of returns by respondent groups). The return rate for both elementary and secondary parents was lower than hoped. However, those parents interested in voicing their opinion about the program did have an opportunity to respond.

HOW WERE THE DATA COLLECTED? / WHAT IS A PRIORITY NEED INDEX?

The questionnaire contained a total of 164 statements about gifted and talented services and program components, and the respondents were asked to indicate the following for each statement:

- 1. In your opinion, to what extent should the stated condition exist? and,
- From your knowledge, to what extent does the stated condition exist?

The degree to which a difference exists between what should be, and what is constitutes a need. The following example illustrates the response choices used for the survey, how the need index was determined and how the priority need index (PNI) was established.



3

EXAMPLE:	The gifted and talented program does a good job of teaching basic safety skills.	Should Exist	Actually Exists
		5	3

- A) In your opinion, to what extent should the <u>stated</u> condition exist?
- B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A)	Should Exist	?	1	2 .	3	4	5
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B)	Actually Exists	?	1	2	3	4	5

The following is a more detailed explanation of the above responses.

SI	HOULD EXIST	AC	CTUALLY EXISTS
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.



For the, example used, the need index was 2 (the difference between "should exist" value of 5 and the "actual exist" value of 3). To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time, the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. Therefore, to help establish priorities among needs, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a Priority Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

One might well ask what are the limits to the size(s) of priority need indices? The theoretical limits range from a +20 to -6. The upper theoretical limit is obtained in the following situation.

Should - Actual = Need Index x Should = PNI

$$5 - 1 = 4 \times 5 = 20$$



The lower theoretical limit can be obtained in the following two ways.

Should - Actual = Need Index x Should = PNI

3 - 5 = -2 x 3 = -6

OR

2 - 5 = -3 x 2
$$\neq$$
 -6

In other major studies conducted over the years the actual PNI's obtained have never approached the limits of the scale. The scale is obviously biased toward pointing up areas of concern in that it contains rany more points indicating "need" (positive values) than it has indicating "lack of need" (negative values).

Table I below illustrates both the theoretical and actual limits under discussion.

TABLE 1. THEORETICAL PRIORITY NEED INDEX (PNI) LIMITS CONTRASTED WITH ACTUAL QUESTION PNI LIMITS FOR ELEMENTARY PROFESSIONAL STAFF AND PARTITY; SECONDARY PROFESSIONAL STAFF. PARENTS, AND STUDENTS; AND TOTAL.

Actual Gifted and Talented Question PNI Limits						
Theoretical PNI Limits	Elementa	ry		Secondary		TOTAL
	Prof Staff (EPS)	Parants (EP)	Prof Staff (SPS)	Parents (SP)	Students (SS)	r)
Greatest Need Possible 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 -1 -2 -3 -4 -5 east Need 6 ossible	19.60	0.32	12.18	0.31	6.22	0.29

One can see not only that most PNI's do not go far up the scale (the centers are approximately 2.80, 2.67, 3.73, 4.24, 3.04, and 3.58 for the actual data of EPS, EP, SPS, SP, SS, and T respectively) but also that problems have to be identified in a relative sense. We believe looking at the PNI values that equal or exceed the value that marks off the top 25% (in the case of EPS, EP, SPS, SP, SS, and T groups these values were 4.40, 3.60, 5.04, 5.84, 3.83, and 4.59) is a useful guide in separating out the highest ranking concerns.

WHAT WAS THE FOCUS OF THE QUESTION?

The content of the gifted and talented instrument was related to 13 major functions in gifted and talented education. Each respondent population completed an instrument made up of relevant questions drawn from a pool of 164 items. Elementary professional staff were asked to respond to 145 questions, secondary professional staff to 143, elementary parents to 113, secondary parents to 111, and secondary students to 87 questions. A detailed matrix listing the number of questions by function area appears in Table 2 below.

TABLE 2. NUMBER OF QUESTIONS PER FUNCTION BY RESPONDENT POPULATION TO THE 1986-1987 GIFTED AND TALENTED PROGRAM NEEDS ASSESSMENT.

	FUNCTION		Popula EPS	tions	to Sur EP	vey*	Number of Ttems
I.	General Administration		х	X	х	х	10
·II.	Identification of Gifted/ Talented Students	Х	X	х	X	X	8
III.	Culturally Deprived Students	х	X	x	x	x	6
IV.	Educational Programs— Secondary	. x		X		X	19
٧.	Educational Programs Elementary		X		X		21
VI.	Personal Development of the Student	Х	X	х	X	X	17
VII.	Classroom Management	х	x	x	X	x	7
VIII.	Teacher Values & Approaches	Х	X	x			20
IX.	Staff Development		X	x			12
Х.	Parental Involvement & Commitment		X	x	X	X	11
XI.	Auxiliary Support & Staff	x	X	x	X	x	10
XII.	Leadership by Principal		X	x	X	X	13
XIII.	Communications/Public Relations		X .	X	X	X	10
	TOTAL	87	145	143	113	111	164

^{*}Population Key: SS = Secondary Students

EPS = Elementary Professional Staff

SPS = Secondary Professional Staff

EP = Elementary Parents SP = Secondary Parents





The following section presents each of the 13 function areas, followed by a brief description of the type of questions included for that area of concern.

FUNCTIONS DEFINED

- I. GENERAL ADMINISTRATION. The degree to which the gifted and talented program provides for: continuous planning; monetary budget allocations sufficient to achieve priority objectives; educational program improvements and planning using research findings; instructional program evaluation which compares goals and objectives with actual results; the use of a variety of records to identify potential student problems; a safe building environment for students and staff; the use of assessment results by teachers to review instruction, student progress and one's own teaching methods; and goal setting which reflect students' needs.
- II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS. The process of identifying gifted and talented students: is ongoing; starts as early in the students' lives as possible; includes measures of student motivation, interests, and maturity, as well as nominations from a variety of sources (parents, teachers, administrators, and test score data); places emphasis on students who are culturally disadvantaged; features inservices on how to properly identify students; screens out those who should not participate while identifying those who would most benefit from the program.
- III. CULTURALLY DEPRIVED STUDENTS. The extent to which female and minority students are counseled and encouraged to pursue educational and career interests in fields which are not traditionally considered their domain, and the extent to which they are treated in accord with their abilities rather than a stereoyped image.
- IV. EDUCATIONAL PROGRAMS—SECONDARY. The secondary educational program provides for: a shared value system emphasizing achievement; public satisfication with program achievement; clearly defined learning goals and objectives; collaborative curriculum planning and analysis of student achievement levels; courses which are updated frequently and provide hands-on experiences; time with age peers; schedules and courses which allow students to see what others in different disciplines are doing; course work which illustrates the inter-relatedness of the various disciplines; attention to continuity across grade levels and programs; coordination between home school and Center teachers; courses and learning activities at the Center which are at a more advanced level and pace as compared to home school courses; home school honors' courses provide advanced courses to gifted students; drug education at the appropriate level; basic and higher level thinking skills; opportunities for more in-depth independent review; and the development of students' research skills.

- V. EDUCATIONAL PROGRAMS—ELEMENTARY. The elementary program provides for:
 a shared value system emphasizing achievement; clearly defined learning
 goals and objectives; objectives based on student achievement levels;
 students knowing the objective(s) of each lesson; challenging and
 attainable learning standards for students; promotion based on achieveent and not time spent in the class; students who are well prepared when
 they progress to the next educational level; well taught reading, writing, arithmetic, and health education (along with a section on sex education); opportunities for students to write and have hands—on experiences; a sequentially planned curriculum, consisting of updated courses
 and congruent with the regular curriculum; instruction is coordinated
 grade—to—grade; regularly assigned and checked homework; opportunities
 to participate in co—curricular activities; drug education at the appropriate level; and learning activities at a more appropriate pace for
 academically talented students than the regular classroom provides.
- VI. PERSONAL DEVELOPMENT OF THE STUDENT. Services and activities that are generally non-academic in nature and designed to develop student attitudes and abilities, specifically: practicing leadership skills; working with other students with the same or different interests and abilities; exposure to and exploring many fields and career opportunities; developing a sense of responsibility and self-reliance; establishing and pursuing challenging goals which recognize and realize their own aptitudes, abilities, interests and needs; developing logical and convergent thinking skills; teaching problem-solving techniques; assisting in developing career plans (this also includes students participating in the visual and performing art classes); expecting and/or encouraging students to complete their work and meet quality standards and to be concerned for other people and their personal property; developing independent study skills, self-discipline, and problem-solving skills using complex and abstract thinking.
- VII. CLASSROOM MANAGEMENT. The classrooms are well managed allowing for: good discipline; the notification of parents concerning discipline problems (with ongoing administrative support); motivating students by positive rewards; student knowledge of classroom rules; a safe, orderly, productive, attractive, secure working environment; an emphasis on achievement, not the maintenance of an environment/atmosphere.
- VIII. TEACHER VALUES AND APPROACHES. Program teachers' values and approaches include: a brisk instructional pace; plainly stated and frequently used lesson objectives; seat work which is explained and demonstrated; classes which emphasize student participation; teaching at the correct level of difficulty, with skills prioritized to insure that instructional goals and objectives are accomplished; effective communication with feedback to and from students; feedback given to students as a result of observing them; spending most of the classroom time on learning; being ready and well-prepared with learning tasks which match the lesson content; being knowledgeable of curriculum policies and priorities; being responsive to the student's point of view; being competent in student counseling services; and functioning to facilitate not direct students' course work.

- IX. STAFF DEVELOPMENT. Activities and services are designed to enhance professional development of the staff. Specifically, they include: emphasis given to building teacher skills; effectively coordinated programs providing valuable information and teaching tools; inservice sessions with adequate time and resources to address instructional issues; priorities, objectives and learning goals developed by teachers; administrative involvement types of professional development programs; administrative support for career enhancement of the staff; adequate time given for discussion and deliberation at staff meetings; recognition of teaching excellence; and access to consultants and current advances in the disciplines.
- X. PARENTAL INVOLVEMENT AND COMMITMENT. The degree to which parents are involved and kept up-to-date on the progress of their students and the program, including: clearly and consistently communicated procedures for parental involvement; parents having involvement options; staff members providing parents with all necessary information on how to become involved; frequent two-way communication between staff members and parents; parents fully supporting the program; parents being aware of the program goals, keeping track of student progress, and realizing the vocational value of all the courses; parents knowing their responsibilities; parents being encouraged to become involved; parents who continue their support from the elementary to the secondary levels; and the staff considering parental involvement integral to the program.
- XI. AUXILIARY SUPPORT AND STAFF. Services designed to assist with curriculum, and students' career and personal planning, and decision making, including: effective ongoing guidance and counseling for all students; help in understanding vocational trends; student exploration of career possibilities; career planning stressing the connection between course work and career goals; library personnel who keep the building staff upto-date regarding materials and who ask teachers for suggestions when selecting materials; a library containing the appropriate materials (audio-visual equipment, books, and magazines which adequately serve the needs of students and staff).
- XII. LEADERSHIP BY PRINCIPAL. Administrative actions taken and beliefs held by the principal which support the teaching/learning process, including: a belief that all students can learn; a clear understanding of the program's goals; instructional leadership; frequent classroom observations; initiatives for systematic improvement; creation of a more effective school; frequent monitoring of new practices; active partnership in long- and short-range planning with all people concerned with education; instructional expertise and good management skills; encouraging comprehensive programs such as, but not limited to, multiple methods of identification, staff development, program evaluation, and support services.

XIII. COMMUNICATIONS/PUBIC RELATIONS. The availability and exchange of gifted and talented information both internally and externally, including: conducting business in a manner that inspires public confidence by being accurate, timely, intelligible, and relevant; providing information on student successes, achievement results, and program performance; trying to gain community support; sharing achievement results with students; reporting student progress clearly to students and parents; and having principals who are a communication link among all persons concerned with the program.

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the concensus supports the existance of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The overall findings of the respondent groups will be presented in the sections which follow. The combined responses of professional elementary and secondary staff and parents plus secondary students will be presented, followed by a summary of the major findings from each of these groups separately.

A. <u>District-Wide Total Responses</u>

When all responses by professional staff, parents, and students were combined $^{\rm l}$, the following function areas emerged as the ones needing the most attention.

Rank	Function of Greatest Need	Priority Need Index
1	Identification of Gifted/Talented Students	5.33
2	Auxiliary Support and Staff	5.22
3	Parental Involvement and Commitment	4.93
4	Staff Development	4.57
5	Leadership by Principal	4.09

A complete listing of the desired, actual, need index, and priority need values by function appear in Appendix C.

Each respondent group was given equal weighting when responses for a function or a question were combined across groups.



In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.59 along with the function that each question was related to.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR DISTRICT-WIDE TOTAL RESPONDENT GROUP

PNI		Survey Item	Function Area
8.67	16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
8.62	34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs- Secondary
8.34	132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
7.79	133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.80	141.	The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
6.77	120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	Staff Development
6.77	135.	The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
6.49	128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment

PNI		Survey Item	Function Area
6.33	17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
6.19	18.	The currently used method of identifying gifted and talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
6.14	2.	The program's budget allows for allocation of resources to achieve high priority objectives.	General Administra- tion
6.10	145.	The principals make frequent classroom observations to monitor instruction.	Leadership by Prin~ cipal
5.75	130.	Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
5.68	126.	Parents realize the vocational value of all of the gifted and talented program's courses.	Parental Involvement & Commitment
5.60	113.	Content in staff development sessions addresses instructional issues and priorities.	Staff Development
5.53	115.	The teachers and students have access to consultants and to the most recent advances within each area.	Staff Development
5.52	125.	Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
5.41	149.	The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership by Prin- cipal
5.35	37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs- Secondary

PNI		Survey Item	Function Area
5.34	111.	The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
5.32	31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs- Secondary
5.26	12.	The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
5.25	28.	The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs- Secondary
5.12	123.	The program's staff members provide parents with information and techniques for helping, students develop their giftedness or talents.	Parental Involvement & Commitment
5.11	14•	The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
5.09	156.	The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.08	121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
5.06	35.	Collaborative curriculum planning and deci- sion making are typical.	Educational Programs- Secondary
5.00	148.	The principals carefully monitor new practices.	Leadership by Prin- cipal
4.98	134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
4.92	151.	The principals use principles of supervision and feedback to communicate with teachers regarding cheir instructional methods in gifted/talented programs.	Leadership by Prin- cipal

PNI		Survey Item	Function Area
4.89	160.	The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations
4.86	114.	Staff development and training are supported with time and other necessary resources.	Staff Development
4.82	38.	Information on drug education at the Center is offered at the appropriate level.	Educational Programs- Secondary
4.72	119.	Staff development learning goals and objectives are developed by teachers.	Staff Development
4.72	154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	Leadership by Prin- cipal
4.72	107.	Teachers are competent in student counseling services.	Teacher Values & Approaches
4.68	124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
4.67	131.	Encouraging parental involvement is an integral part of the program's plans.	Parental Involvement & Commitment
4.63	118.	Teaching excellence in the program is recognized.	Staff Development
4.59	3.	Research findings are used in planning and improving educational programs.	General Administra- tion



The reader should note that the high need questions listed above were related to nine different function areas. Five of these (Identification of Gifted/Talented Students, Auxiliary Support and Staff, Parental Involvement and Commitment, Staff Development, and Leadership by Principal) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the total district-wide group appear in Appendix D.

The chart below is provided as a means of drawing together the high priority concerns of the total district—wide group. The chart below summarizes
the data from combined respondent groups presented _hus far in the report,
i.e., high need functions and high need questions.

SUMMARY OF DISTRICT-WIDE TOTAL RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	<u>Function</u>	Functions of Highest Need	Questions of Highest Need
1.	Identification of Gifted/Talented Students	X	X
2.	Auxiliary Support and Staff	X	X
3.	Parental Involvement and Commitment	X	X
4.	Staff Develoment	X	X
5.	Leadership by Principal	X	X
6.	Educational ProgramsSecondary		X
7.	General Administration		X
8.	Communications/Public Relations		X
9.	Teacher Values and Approaches		X

^{10.} Personal Development of the Student



^{11.} Classroom Management

^{12.} Culturally Deprived Students

^{13.} Educational Programs--Elementary

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-9). Functions numbered 10-13 (Personal Development of the Student, Classroom Management, Culturally Deprived Students, and Educational Programs—Elementary) might be viewed as strengths of the gifted and talented program from the perspective of the combined district—wide total.

B. Elementary Professional Staff Responses

When all responses by the elementary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Auxiliary Support and Staff	9.32
2	Identification of Gifted/Talented Students	8.25
3	Staff Development	4.30
4	General Administration	3.60
5	Parental Involvement and Commitment	3.36

A complete listing of the desired, actual, need index, and priority need index values by function for elementary professional staff appear in Appendix E.

In addition to the highest need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.40 along with function connected to each question.



INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR BLEMENTARY PROFESSIONAL STAFF (EPS)

PNI		Survey Item	Function Area
19.60	132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
16.35	133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
13.87	16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
12.32	135.	The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
10.18	15.	Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups.	Identification of Gifted/Talented Students
9.45	18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Idencification of Gifted/Talented Students
9.45	2.	The program's budget allows for allocation of resources to achieve high priority objectives.	General Administra- tion
9.05	17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
8.22	141.	The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
7.76	128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment
7.51	145.	The principals make frequent classroom observations to monitor instruction.	Leadership by Prin- cipal

PNI		Survey Item	Function Area
6.99	139.	Audio visual materials are available for classroom use.	Auxiliary Support & Staff
6.81	115.	The teachers and students have access to consultants and to the most recent advances within each area.	Staff Development
6.75	134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
6.65	12.	The identification of gifted and talented students is an ongoing process, not an unual event.	Identification of Gifted/Talented Students
6.41	107.	Teachers are competent in student counseling services.	Teacher Values & Approaches
6.40	13.	Identification occurs as early in the students' lives as is possible.	Identification of Gifted/Talented Students
6.17	14.	The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
6.15	138.	Materials found in the library are appropriate to the students served.	Auxiliary Support & Staff
6.15	136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	Auxiliary Support & Staff
6.04	137.	The library personnel keep the building staff up-to-date regarding available materials.	Auxiliary Support & Staff
5.76	20.	Students are counse ¹ ed toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	Culturally Deprived Students
5.40	84.	The Center and Handley have good discipline.	Classroom Management
5.13	114.	Staff development and training are supported with time and other necessary resources.	Staff Development

PNI		Survey Item	Function Area
4.95	70•	Helping the student to explore career possibilities is an important part of the school program.	Personal Development of the Student
4.92	140.	Adequate time in the library is provided to students to select materials.	Auxiliary Support & Staff
4.83	149•	The gifted and talente principals are viewed by teachers as having levant instructional expertise as well as ma agement skills.	Leadership by Prin- cipal
4.83	160.	The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations
4.83	111.	The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
4.83	156.	The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
4.77	45.	Learning goals and objectives are clearly defined.	Educational Programs- Elementary
4.67	148.	The principals carefully monitor new practices.	Leadership by Prin- cipal
4.60	21.	Femala and minority students are provided with positive role models in many varying careers.	Culturally Deprived Students
4.53	118.	Teaching excellence in the program is recognized.	Staff Development
4.51	116.	Administrators are involved in some type of professional development program.	Staff Development
4.42	68.	Students are encouraged and assisted in developing career plans.	Personal Development of the Student

The reader should note that the high need questions listed above were related to 12 different function areas. Five of these (Auxiliary Support and Staff, Identification of Gifted and Talented, Staff Development, General Administration, and Parental Involvement and Commitment) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary professional staff group appear in Appendix F.

The chart below is provided as a means of drawing together the high priority concerns of the elementary professional staff group. The chart below
summarizes the data from elementary staff presented thus far in the report,
i.e., high need functions and high need questions.

SUMMARY OF ELEMENTARY PROFESSIONAL STAFF RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	Function	Functions of <u>Highest Need</u>	Questions of Highest Need
1.	Auxiliary Support and Staff	X	X
2.	Identification of Gifted/Talented Students	X	X
3.	Staff Development	X	X
4.	General Administration	X	X
٠.	Parental Involvement and Commitment	X	X
6.	Leadership by Principal		X
7.	Culturally Deprived Students		X
8.	Communications/Public Relations		X
9.	Teacher Values and Approaches		X
10.	Classroom Management		X
11.	Personal Development of the Student		X
12.	Educational Programs—Elementary	-	X

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-12).



24

C. Elementary Parent Responses

When all responses by the elementary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1 2 3.5 3.5 5	Auxiliary Support and Staff Identification of Gifted/Talented Students General Administration Parental Involvement and Commitment Personal Development of the Student	4.24 4.20 3.63 3.63 2.88

A complete listing of the desired, actual, need index, and priority need index values by function for elementary parents appear in Appendix G.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.60 along with the function connected to each question.



INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR ELEMENTARY PARENTS (EP)

PNI		Survey Item	Function Area
8.15	16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
7.62	132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
6.98	2.	The program's budget allows for allocation of resources to achieve high priority objectives.	General Administra- tion
6.01	133.	The gifted and talented program's guidance program helps students acquire an understand-ing of vocational trends.	Auxiliary Support & Staff
5.62	141.	The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
5.25	75.	Students are encouraged to be concerned for other people and their personal property.	Personal Development of the Student
5.15	18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
4.87	130.	Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
4.79	17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
4.74	12.	The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
4.46	128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment



PNI 4.40 4.40 4.47 4.37 4.20 4.08 4.06 4.06	62. 5. 8. 135.	Information on drug education at Handley is offered at the appropriate level. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. The school buildings provide a safe environment for staff and students. The guidance program helps students to realize the connection between their course work and their career goals. The major goals of the gifted and talented program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Educational Programs— Elementary General Administra— tion General Administra— tion Auxiliary Support & Staff General Administra— tion Parental Involvement & Commitment
4.40 4.37 4.37 4.20 4.08 4.06	5. 8. 135.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. The school buildings provide a safe environment for staff and students. The guidance program helps students to realize the connection between their course work and their career goals. The major goals of the gifted and talented program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping	General Administra- tion General Administra- tion Auxiliary Support & Staff General Administra- tion Parental Involvement
4.37 4.37 4.20 4.08 4.06	8. 135.	reviewed; progress is noted and the improvement focus is renewed and redirected. The school buildings provide a safe environment for staff and students. The guidance program helps students to realize the connection between their course work and their career goals. The major goals of the gifted and talented program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping	General Administration Auxiliary Support & Staff General Administration Parental Involvement
4.37 4.20 4.08 4.06	135.	The guidance program helps students to realize the connection between their course work and their career goals. The major goals of the gifted and talented program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping	tion Auxiliary Support & Staff General Administration Parental Involvement
4.20 4.08 4.06 4.06	10.	realize the connection between their course work and their career goals. The major goals of the gifted and talented program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping	& Staff General Administration Parental Involvement
4.08 4.06 4.06		program are set with respect to the student's needs. The program's staff members provide parents with information and techniques for helping	tion Parental Involvement
4.06 4.06	123.	with information and techniques for helping	
4.06		i	
	126.	Parents realize the vocational value of all of the gifted and talented program's courses.	Parental Involvement & Commitment
4.05	156.	The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
	13.	Identification occurs as early in the students' lives as is possible.	Identification of Gifted/Talented Students
4.03	138.	Materials found in the library are appropriate to the students served.	Auxiliary Support & Staff
3.95	61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	Educational Programs- Elementary
3.92	81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	Personal Development of the Student



PNI		Survey Item	Function Area
3.78	124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
3.71	84.	The Center and Handley have good discipline.	Classroom Management
3.70	14.	The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
3.66	45.	Learning goals and objectives are clearly defined.	Educational Programs- Elementary
3.64	1.	Planning is a continuous process in the gifted and talented program.	General Administra- tion
3.60 -	80.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	Personal Development of the Student

The reader should note that the high need questions listed above were related to eight different function areas, five of these (Auxiliary Support and Staff, Identification of Gifted and Talented Students, General Administration, Parental Involvement and Commitment, and Personal Development of the Student) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary parent group appear in Appendix H.

The chart below is provided as a means of drawing together the high priority concerns of the elementary parent group. The chart below summarizes the data from elementary parents presented thus far in the report, i.e., high need functions and high need questions.



SUMMARY OF ELEMENTARY PARENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	Function	Functions of Highest Need	Questions of Highest Need
1.	Auxiliary Support and Staff	X	X
2.	Identification of Gifted/Talented Students	X	Х
3.	General Administration	X	X
4.	Parental Involvement & Commitment	X	X
5.	Personal Development of the Student	X	X
6.	Communications/Public Relations		X
7.	Educational ProgramsElementary		X
8.	Classroom Management		X

- 9. Culturally Deprived Students
- 10. Leadership by Principal

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-8). Functions numbered 9 and 10 (Culturally Deprived Students and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of elementary parents.

D. Secondary Professional Staff Responses

When all responses by the secondary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1.5 1.5 3 4 5	Identification of Gifted/Talented Students Parental Involvement and Commitment Staff Development Educational Programs—Secondary Communications/Public Relations	7.09 7.09 4.84 4.46 4.23



29

A complete listing of the desired, actual, need index, and priority need index values by function for the secondary professional staff appear in Appendix I.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.04 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR SECONDARY PROFESSIONAL STAFF (SPS)

PNI		Survey Item	Function Area
12.18	16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
10.53	34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs- Secondary
9.58	17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Stud(nts
9.31	120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	Staff Development
9.02	126.	Parents realize the vocational value of all of the gifted and talented program's courses.	Parental Involvement & Commitment
8.75	128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	Parental Involvement & Commitment
7.92	130.	Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment



PNI		Survey Item	Function Area
7.92	135.	The guidance program helps students to realize the connection between their course work and their career goals.	Parental Involvement & Commitment
7.86	14.	The identification process includes measures of student motivation, interests, and maturity.	Identification of Gifted/Talented Students
7.82	125.	Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
7.68	121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
7.46	28.	The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs- Secondary
7.41	18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
7.01	131.	Encouraging parental involvement is an integral part of the program's plans.	Parental Involvement & Commitment
6.95	3.	Research findings are used in planning and improving educational programs.	General Administra- tion
6.93	123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	Parental Involvement & Commitment
6.82	113.	Content in staff development sessions addresses instructional issues and priorities.	Staff Development
6.67	133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.65	127.	Parents of gifted and talented students support the program.	Parental Involvement & Commitment
6.25	31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs- Secondary

PNI		Survey Item	Function Area
6.25	12.	The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
6.02	15.	Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups.	Identification of Gifted/Talented Students
6.01	25.	A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	Educational Programs- Secondary
5.99	124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
5.98	35.	Collaborative curriculum planning and deci- sion making are typical.	Educational Programs- Secondary
5.94	21.	Female and minority students are provided with positive role models in many varying careers.	Culturally Deprived Students
5.92	141.	The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
5.90	20.	Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	Culturally Deprved Students
5.84	111.	The gifted and talented program has an effective inservice training program for improving teaching skills.	Staff Development
5.55	81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	Personal Development of the Student
5.52	37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs- Secondary
5.51	33.	Special attention is focused on building good continuity across grade levels and programs.	Educational Programs- Secondary



PNI		Survey Item	Function Area
5.51	. 30.	The course work illustrates the inter-related- ness of the various disciplines.	Educational Programs- Secondary
5.35	156.	The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.21	134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
.5.04	119.	Staff development learning goals and objectives are developed by teachers.	Staff Development .

The reader should note that the high need questions listed above were related to ten different function areas. Five of these (Identification of Gifted and Talented Students, Parental Involvement and Commitment, Staff Development, Educational Programs—Secondary, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary professional staff group appear in Appendix J.

The chart below is provided as a means of drawing together the high priority concerns of the secondary professional staff group. The chart below
summarizes the data from secondary professional staff presented thus far in
the report, i.e., high need functions and high need questions.



SUMMARY OF SECONDARY PROFESSIONAL STAFF RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	<u>Function</u>	Functions of Highest Need	Questions of <u>Highest Need</u>
1.	Identification of Gifted/Talented Students	X	X
2.	Parental Involvement and Commitment	X	X
3.	Staff Development	X	X
4.	Educational ProgramsSecondary	X	X
5.	C mmunications/Public Relations	X	X
6.	Auxiliary Support and Staff		X
7.	General Administration		X
8.	Culturally Deprived Students		X
9.	Personal Development of the Student		X
10.	Teacher Values and Approaches		X

^{11.} Classroom Management

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-10). Functions numbered 11 and 12 (Classroom Management and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of secondary professional staff.

E. Secondary Parent Responses

When all responses by the secondary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Leadership by Principal	8.37
2	Parental Involvement and Commitment	5.65
3	Auxiliary Support and Staff	5 .3 6
4	Communications/Public Relations	5.12
5	Identification of Gifted/Talented Students	3.97



^{12.} Leadership by Principal

A complete listing of the decired, actual, need index, and priority need index values by function for secondary parents appear in Appendix K.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.84 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR SECONDARY PARENTS (SP)

PNI		Survey Item	Function Area
10.16	141.	The library collection adequately serves the needs of staff and students.	Auxiliary Support & Staff
10.16	154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	Leadership by Prin- cipal
9.94	149.	The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership by Prin- cipal
9.90	151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	Leadership by Prin- cipal
9.88	145.	The principals make frequent classroom observations to monitor instruction.	Leadership by Prin- cipal
9.73	146.	The principals initiate organized and systematic improvement procedur:	Leadership by Prin- cipal
9.58	152.	The principals are active partners in long- and short-range planning.	Leadership by Prin- cipal
9.49	148.	The principals carefully monitor new practices.	Leadership by Prin- cipal

PNI		Survey Item	Function Area
9.25	34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs- Secondary
8.82	147.	The principals promote methods that are known to create effective schools.	Leadership by Prin- cipal
8.61	150.	The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling.	Leadership by Prin- cipal
7.74	153.	The principals provide an encouraging climate for innovation and exploration by teachers and students.	Leadership by Prin- cipal
6.85	132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff
6.81	164.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	Communications/ Public Relations
6.78	133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
6.63	130.	Most parents are aware of the gifted and talented program goals.	Parental Involvement & Commitment
6.53	124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	Parental Involvement & Commitment
6.39	125.	Parents are aware of their responsibilities for helping students develop their giftedness or talents.	Parental Involvement & Commitment
6.28	131.	Encouraging parental involvement is an integral part of the program's plans.	Parental Involvement & Commitment
6.23	160.	The principals provide the community with information about the effectiveness of the program.	Communications/ Public Relations



PNI		Survey Item	Function Area
6.22	134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	Auxiliary Support & Staff
6.22	123.	The program's staff members provide parents with information and techniques for helping students develop their giftedress or talents.	Parental Involvement & Commitment
6.02	121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	Parental Involvement & Commitment
5.96	135.	The guidance program helps students to realize the connection between their course work and their career goals.	Auxiliary Support & Staff
5.92	129.	Teachers encourage parents to keep track of student progress.	Parental Involvement & Commitment
5.91	156.	The program administration provides the general public with accurate reports on its performance.	Communications/ Public Relations
5.84	35•	Collaborative curriculum planning and deci- sion making are typical.	Educational Programs- Secondary

The reader should note that the high need questions listed above were related to five different function areas. Four of these (Leadership By Principal, Parental Involvement and Commitment, Auxiliary Support and Staff, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary parent group appear in Appendix L.

The chart below is provided as a means of drawing together the high priority concerns of the secondary parent group. The chart below summarizes the



data from secondary parents presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF SECONDARY PARENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	Function	Functions of Highest Need	Questions of <u>Highest Need</u>
1.	Leadership by Principal	X	X
2.	Parental Involvement and Commitment	X	X
3.	Auxiliary Support and Staff	X	X
4.	Communications/Public Relations	X	X
5.	Identification of Gifted/Talented	X	•
6.	Educational ProgramsSecondary		x

- 7. General Administration
- 8. Personal Development of the Student
- 9. Classroom Management
- 10. Culturally Deprived Students

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Functions numbered 7-10 (General Administration, Personal Development of the Student, Classroom Management, and Culturally Deprived Students, respectively) might be viewed as strengths of the gifted and talented program from the perspective of secondary parents.

F. Secondary Student Responses

When all responses by the secondary students were combined, the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Identification of Gifted/Talented Students	3.52
2	Educational ProgramsSecondary	3.31
3	Auxiliary Support and Staff	3.25
4	Classroom Management	3.23
5	Teacher Values and Approaches	2.88

A complete listing of the desired, actual, need index, and priority need index values by function for secondary students appear in Appendix M.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.83 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR SECONDARY STUDENTS (SS)

PNI		Survey Item	Function Area
6.22	34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	Educational Programs- Secondary
5.80	37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	Educational Programs- Secondary
4.87	31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	Educational Programs- Secondary
4.70	28.	The public is satisfied with achievement at the Center for the Arts and Sciences.	Educational Programs- Secondary
4.67	106.	Teachers are responsive to the student's point of view.	Teacher Values & Approaches



PNI		Survey Item	Function Area
4.51	18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	Identification of Gifted/Talented Students
4.46	75.	Students are encouraged to be concerned for other people and their personal property.	Personal Development of the Student
4.37	16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	Identification of Gifted/Talented Students
4.37	38.	Information on drug education at the Center is offered at the appropriate level.	Educational Programs- Secondary
4.27	96.	Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	Teacher Values & Approaches
4.24	140.	Adequate time in the library is provided to students to select materials.	Auxiliary Support & Staff
4.20	26.	Learning goals and objectives are clearly defined.	Educational Programs- Secondary
4.18	102.	Classroom routines are smooth and efficient.	Teacher Values & Approaches
4.13	17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	Identification of Gifted/Talented Students
4.12	85•	Teachers motivate students by using rewards rather than punishments.	Classroom Management
3.98	12.	The identification of gifted and talented students is an ongoing process, not an annual event.	Identification of Gifted/Talented Students
3.96	91.	Teachers communicate effectively.	Teacher Values & Approaches
3.96	132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	Auxiliary Support & Staff

PNI		Survey Item	Function Area
3.90	133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	Auxiliary Support & Staff
3.86	84.	The Center and Handley have good discipline.	Classroom Management
3.83	25 ,	A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	Educational Programs- Secondary

The reader should note that the high need questions listed above were related to six different function areas. Five of these (Identification of Gifted and Talented Students, Educational Programs—Secondary, Auxiliary Support and Staff, Classroom Management, and Teacher Values and Approaches) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary student group appear in Appendix N_{\bullet}

The chart below is provided as a means of drawing together the high priority concerns of the secondary student group. The chart below summarizes the data from secondary students presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF SECONDARY STUDENT RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

	<u>Function</u>	Functions of Highest Need	Questions of Highest Need
1.	Identification of Gifted/Talented Students	X	X
2.	Educational ProgramsSecondary	X	X
3.	Auxiliary Support and Staff	X	X
4.	Classroom Management	X	X
5.	Teacher Values and Approaches	X	X
6.	Personal Development of the Student		X

\cdot 7. Culturally Deprived Students

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Function number 7 (Culturally Deprived Students) might be viewed as strengths of the gifted and talented program from the perspective of secondary students.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the gifted and talented programs. When the responses of secondary students and elementary and secondary parents and staff were combined, the following five functions emerged as the highest need areas.

- 1. Identification of Gifted/Talented Students
- Auxiliary Support and Staff
- 3. Parental Involvement and Commitment
- 4. Staff Development
- 5. Leadership by Principal

The above system total priorities were determined on the basis of combining the results of five respondent groups together. This process included dealing with 164 different questions covering 13 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. Note that 47.9% of all sampled respondents chose to complete the needs assessment instruments (see Appendix B for details).

In looking at a summary of both high need functions and questions, one can see that five functions consistently emerge (see Appendix O). A short discussion of these five needs in gifted and talented education follows.

The first area dealt with ways to bring a more comprehensive method to the identification of gifted and talented students. From a review of high priority need index questions, elements to include in a more comprehensive identification process would be the following:

> Participation of all district teachers in an inservice on how to identify gifted/talented students.



- Updated selection criteria to allow for the identification of all those students who would most benefit from participation.
- An ongoing identification process for gifted and talented students should be instituted.
- Measures of student motivation, interest, and maturity should be included in the selection process.

The second need area of auxiliary support/staff dealt mainly with counseling/guidance services. and library resources. A review of high need questions revealed that guidance and counseling for the gifted and talented should be expanded to include the following:

- Each elementary and secondary student should have available effective guidance and counseling services.
- These services should help students acquire:
 - --An understanding of vocational trends,
 --A realization of the connection between their
 course work and career goals, and
 --An exploration of various career possibilities.

The library collection needs to be expanded to meet needs of both students and staff. This need seems to especially pronounced at the ementary level. To meet the library needs at the elementary level, the following elements need to be instituted:

- Provide audio visual materials for classroom use.
- Stock library materials more appropriate for gifted and talented students.
- Have library personnel inform building staff on the availability of library materials.

The area of parental involvement and commitment was the third area of greatest concern. To improve parental involvement and commitment, the following aspects need to be provided:



- More frequent two-way communication between parents and the gifted and talented program staff.
- Creation of a greater awareness of gifted and talented program goals.
- Information and techniques for parents designed to help their child develop their giftedness or talents.
- Awareness that gifted and talented program builds upon earlier programming efforts.

The fourth area of greatest need was staff development. Staff development efforts should provide for the following to meet the top needs indicated:

- Inservice training program for improving teaching skills (elementary and secondary).
- Access to consultants and to the most recent advances within each area (elementary).
- Scheduled time for discussion and deliberation of gifted/talented issues at staff meetings (secondary).
- Content in staff development sessions that specifically addresses instructional issues and priorities (secondary).
- Staff development learning goals and objectives developed by teachers (secondary).
- Recognition of teaching excellence within the gifted/ talented program (elementary).

The final area of greatest need was leadership by principal. To improve principal leadership, the following elements should be implemented more fully:

- More frequent classroom observations by principal to monitor instruction.
- Careful monitoring of new practices.



Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specified aspects of each problem to attend to and how the various groups rated each aspect of a problem. An aid has been constructed to assist the reader (user) with this task. Appendix P contains a listing of all high need functions and questions for each group and the total. Appendix P should be a great value in translating priorities into action plans for both the elementary and secondary gifted and talented programs.

APPENDICES





APPENDIX A School District of the City of Saginaw

550 Millard Street Saginaw, Michigan 48607 517-776-0200

Foster B. Gibbs, Ph.D., Superintendent

April 6, 1987

Dear Parent:

As a parent of a student presently participating in the district's K-12 gifted and talented program, we are requesting your assistance in responding to the enclosed survey. The results of this survey will be used to assist decision makers in future planning of the district's gifted and talented program.

Please complete the instrument and return it to us in the enclosed self-addressed stamped envelope by April 16, 1987. Your responses will remain confidential and only response totals will be reported.

It is important that you do participate in this effort for the continued improvement of our gifted and talented program.

Thank you for your continued support and cooperation.

Sincerely.

Ke-ith Birdsall, Director

Center for the Arts & Sciences

alerie a. Becker

Valerie Becker, Principal

Handley Elementary School

Enclosure





ELEMENTARY PARENTS (EP) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

C 1987 Saginaw		
Saginaw	Public	Schools

Ι	ns	t	r	um	e	n	t	Cod	e	

This questionnaire has been developed in order to get reactions from teachers, administrators, students and porents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways—a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.



INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A)	Should Exist	?	1	2	3	4	5
		· Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
В	Actually Exists	?	1	2	3	4	5

Should Actually Exist Exists

EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.

<u> 5</u> <u>3</u>

Be sure to write a response to \underline{both} "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.



?	1	À	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

•			Should Exist	Actually
I.	GEAN	ZRAL ADMINISTRATION	EXISE	Exists
	1.	Planning is a continuous process in the gifted and talented program.		
	2.	The program's budget allows for allocation of resources to achieve high priority objectives.		
	3.	Research findings are used in planning and improving educational programs.	-	
	4.	Instructional program evaluation is accomplished to comparing actual results with the goals and objectives of the program.		
	5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.		
	6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.		
	7.	Students are well served by a gifted and talented program situated in one location.		***************************************
	8.	The school buildings provide a safe environment for staff and students.	**********	
	9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.		
	10.	The major goals of the gifted and talented program are set with respect to the students' needs.		
]	α. :	IDENTIFICATION OF GIFTED/TALENDED STUDENTS		
	11.	Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.		
	12.	The identification of gifted and talented students is an ongoing process, not an annual event.		***************************************
	13.	Identification occurs as early in the students' lives as is possible.		



	?	1	2	3	4	5					
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
						Should Exist	Actually Exists				
14.	The identification, interest	etion pro	cess includ maturity.	es measures (of student moti-						
15.	Emphasis is gi culturally dis	ven to i	dentifying ed groups.	gift&d/talent	ed students in						
16.	All the teache how to identif	ers in th y gifted	e district /talented s	participate i tudents.	n inservices on	**********					
17.	students adequ	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.									
18.	The currently dents adequate participate in	ly screen	ns out those	e students wh	o should not	******	*************************************				
ш. (ULTURALLY DEPRI	ved stud	īvis								
19.	Female students	s are ofi elds.	ered chance	s to conside	r careers in math	-	.				
20•	Students are or interest, regar sentatives a co	rdless of	how dispro	careers in wi	nich they have an n winority repre-	***************************************					
21.	Female and mino models in many	ority stu varying	dents are p careers.	provided with	positive role	******************					
22.	Teachers treat aptitudes and a	wimrity bilities	and female, not with	students wit regard to ste	th regard to their	C					
23.	Math and science tion by female	e teache students	rs encourag in their c	e attendance lasses.	and participa-	************					
24•	Examples and me to minority and perspectives.	thods of or fema	teaching u	sed in the cl ives as well	assroom relate as to majority	*****************************					



?	. 1	2	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

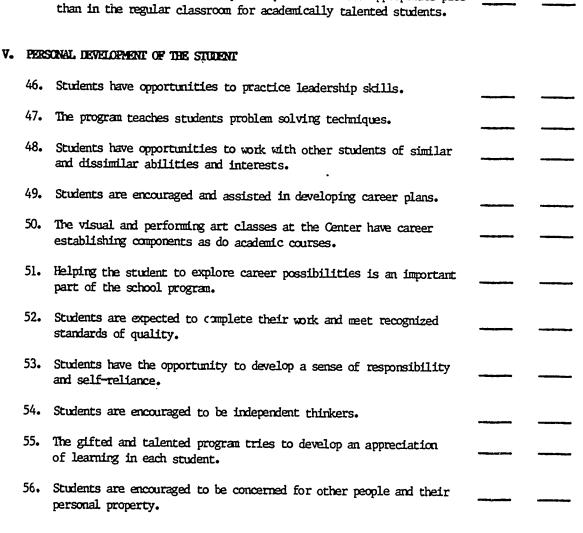
īV.	EDO	CATIONAL PROCRAMS — ELEMENTARY	Should Exist	Actually Exists
	25.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.		
	26.	Learning goals and objectives are clearly defined.		
	27.	Standards for learning are both challenging and attainable.		
	28.	Students are challenged at the elementary level by attending Handley.		
	23.	Promotion at Handley is based on achievement rather than time spent in the classroom.	******	
	30.	Handley does a good job preparing students for their next level of education.		
	31.	Elementary homework is regularly assigned and checked.		
	3 2.	Children have opportunities to write.		مسادات الدور ا
	33。	A special effort is made at Handley to challenge more able elementary students.		
	34.	Elementary courses of instruction are modified frequently enough to keep them current.		
	3 5.	Handley does a good job of teaching reading, writing, and arithmetic.		
	36.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.		
	37.	Handley's curriculum is congruent with the regular elementary curriculum.		
	38.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.		
	3 9.	Given the resources available, the public is satisfied with academic achievement at Handley.		
	40.	Many of the courses provide "hands on" experience.		



3

APPENDÎX A

		?	1	2	3	4	5				
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent				
							Should Exist	Actually Exists			
41.	Co-cura partic	ricular a ipate in	activiti them.	es are avai	lable for stu	dents who wish t	•				
42.	Teacher include	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).									
43.	Information on drug education at Handley is offered at the appropriate level.										
44.	Student achievement levels determine future academic planning.										
45•	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.										
PERS	onal dev	TELOPMENT	COFTHE	SÍMENL							
46.	Student	s have o	pportun	ities to pra	actice leader	ship skills.	-				
47.	The pro	gran tea	iches sti	idents probl	em solving t	echniques.	***************************************				
48.	Student and dis	s have o	pportuni abilitie	ities to wor es and inter	k with other ests.	students of sim	ilar				
49.	Student	s are en	couraged	landassist	ed in develo	ping career plans	S	***************************************			
50.	The vis	ual and shing co	performi mponents	ing art clas as do acad	ses at the C emic courses	enter have careen					
51.	Helping part of	the stu	dent to col prog	explore car gram.	eer possibil	ities is an impo	tant				





	•	•			•						
		?	1	2	3	4	5				
		Do not know	Not. at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent				
							Should Exist	Actually Exists			
	57.	The program of study.	provides	students wi	ith exposure t	to a variety of f	ields				
	58.					tudents to recogn tests, and needs.					
	59.	The program of ing goals.	he program encourages students to establish and pursue challeng-								
	60.		he program fosters the development of logical and convergent hinking in the students.								
	61.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.									
	62.	The gifted and pendent (self in the student)	f-directe	ed program d) study sk	fosters the d	evelopment of in emic self-discip	de- Line				
VI.	CLAS	SROOM MANAGEM	ent.								
	63.	Parents are r	ntified o	of discipli	ne problems.						
	64.	Administrator	s support	teachers	in student di	scipline matters	•				
	65.	The Center ar	nd Handley	have good	discipline.		-				
	66.	Teachers moti	vate stu	lents by us	ing rewards r	ather than punis	<u> </u>				
	67.	Students are	aware of	classroom	nules.						
	68.	A secure, att		environment	is provided	where the amphas:	is	**************			
	69.	An orderly, p				generally mainta imal.	ined	-			



3

5

	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
						Should Exdst	Actually Exists				
VII. PA	RENTAL INVOLVE	MENT O	COMMITMENT								
70 .	Procedures for communicated	or parent to paren	al involven its and used	ent in the p	rogram are clearl y•	у					
71.	Parents have support the g	Farents have options for becoming involved in activities that support the gifted and talented instructional program.									
72.	The program's techniques for talents.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.									
73.	There is freq gifted and ta	There is frequent two-way communication between parents and the gifted and talented program's staff.									
74.	Parents are a develop their	ware of giftedn	their respo ess or tale	nsibilities i nts.	or helping stude	nts					
75.	Parents reali talented prog	ze the v rans co	ocational v	alue of all o	of the gifted and	-					
76.	Parents of gi	fted and	talented s	tudents suppo	ort the program.		**********				
77.	Parents who s at the junior high level.	upported high le	their child vel also su	iren's involv pport it as s	ement in the Ceni strongly at the se	er	***************************************				
78.	Teachers enco	urage par	rents to ke	ep track of s	tudent progress.	*********					
79.	Most parents	are awar	of the gu	fted and tale	nted program goal	.s.					
80.	Encouraging pages gram's plans.	arental :	involvement	is an integr	al part of the pr		-				

VIII. AUXILIARY SUPPORT AND STAFF

- 81. Effective guidance and counseling are readily available to each student in the gifted and talented program.
- 82. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.



		?	1	2	3	4	5			
	n	Do ot now	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a w larg exte	2		
	•						:	Should Exist	Actually Exists	
83.	Heiping the student to explore career possibilities is an important part of the total gifted and talented program.									
84 .	The guidance program helps students to realize the connection between their course work and their career goals.									
85.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.									
86.	The libravailable	ary pe le mate	rsonnel rials.	keep the b	uilding staff	up-to-date rega	irding			
87.	Material served.	ls four	d in th	e library a	re appropriate	e to the student	s			
88.	Audio vi	sual m	aterials	s are avail	able for class	sroom use.	,			
89.	Adequate time in the library is provided to students to select materials.									
90.	The libr	ary co	llection	n adequately	y serves the r	needs of staff a	nd			
IEAD	ership by	PRINC	IPAL.		•					

IX. IEADERSHIP

tive schools.

97. The principals carefully monitor new practices.

The principals at the Center and at Handley believe that all students can learn. The principals have a clear understanding of the program's goals and are able to clearly articulate them. 93. The principals are the instructional leaders. The principals make frequent classroom observations to monitor instruction. The principals initiate organized and systematic improvement procedures. The principals promote methods that are known to create effec-



		?	1	2	3	4	5	
		Do not knew	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
							Should Exist	Actually Exists
	98.	The gifted and ing relevant	d talent instruct	ed principa ional exper	ls are viewed tise as well	l by teachers as as management sl	hav- dlls.	Cond-Managery o
	99•	multiple meth	ods of i	dentificati	on, staff dev	we programs included programs included the program with as counseling	m .	
	100.	The principal municate with gifted/talent	teacher	s regarding	supervision their instru	and feedback to ctional methods	in	
	101.	The principal ming.	s are ac	tive partne	rs in long- a	nd short-range p	lan-	
	102.	The principal exploration b	s provide y teache	e an encoura	eging climate ents.	for innovation	and	
	103.	The principal from the community making.	s use su unity at	ggestions fi -large to as	con their sta ssist in plan	ff, teachers, an ning and decisio	d n	
X.	COMMI	NICATIONS/PUBL	IC RELAT	ions				
	104.	The gifted and inspires pub	d talenc lic conf:	.i program o idence.	conducts busin	ness in a manner	that	
	105.	The program acrate reports of	iministra on its pe	erformance.	les the genera	al public with a	car	
	106.	Important info is provided in staff and stud	ı a timel	relevant to y and intel	the program ligible fashi	and/or its stude on to parents,	ents	
	107.	Parents are to	old about	student su	ccesses.		-	And Sections
	108.	The principals talented progr	work to	gain commu	mity support	for the gifted a	and	************
	109.	The principals effectiveness	provide of the p	the commun	ity with info	rmation about th	ne	***************************************
	110.	Achievement re	sults ar	e shared wi	th parents.		-	-



-58

?	1	2	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

		Should Exist	Actually Exists
111.	Achievement results are shared with students.		
112.	The student progress reporting procedure gives parents a clear understanding of their child's progress.		
113.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.		· The second



SECONDARY PARENTS (SP) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987 Saginaw		
Saginaw	Public	Schools

Ι	пs	t	r	um	e	u	t	Code	

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district—wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways—a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.



INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition xist?
- (B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A) Shou		?	. 1	2	3	4	5
		Do not know	Not at all	To a slight extent	To a graderate extent	To a fairly large extent	To a very large extent
3) Actua Exis	•	?	1	2	3	4	5
						Should Exist	Actually Exists
EXAMPLE:	does	gifted a good ty skil	l job d	alented pr of teachin	cogram ng basic	<u>5</u>	<u>3</u>

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.



?	1	2	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

L	CSN	eral. Administration	Should Exist	Actually Exists
		Flamming is a continuous process in the gifted and talented program.		
	2.	The program's budget allows for allocation of resources to achieve high priority objectives.		********
	3.	Research findings are used in planning and improving educational programs.		
	4.	Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.		
	5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.		
,	6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.		
	7.	Students are well served by a gifted and talented program situated in one location.		
	8.	The school buildings provide a safe environment for staff and students.		
	9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.		
	10.	The major goals of the gifted and talented program are set with respect to the students' needs.		
Ι	I. :	IDENTIFICATION OF GIFTED/TALENIED STUDENTS		•
	11.	Students are newinated through a variety of sources including, parent, teacher, administrator, and test score referrals.		
	12.	The identification of gifted and talented students is an ongoing process, not an annual event.		
;	13.	Identification occurs as early in the students' lives as is possible.		



	?	1	È	3	4	5				
	Do not know	Noc at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	•			
				-		Snould Exist	Actually Exists			
14.	The identification, interest	ution pro ests, and	cess include a surity.	les measures	of student moti-					
15.	Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.									
16.	All the teache how to identif	rs in the	e district /talented s	participate : tudents.	in inservices on					
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.									
18.	The currently dents adequate participate in	ly screen	rs out those	e students ಚ	ed/talented stu- no should not					
ш. (MITERALY DEPRI	Ved Stude	enes							
19.	Female student and science file	s are off	ered chance	es to conside	r careers in mati	·				
20.	Students are of interest, regardentatives a contatives a contatives are	rdless cf	how dispro	careers in wooportionate i	hich they have an n mino lity recre-		And the second			
21.	Female and min models in many	onity stu vary.ng	dents are p careers.	xovided with	positive role					
22.	Teachers treat aptitudes and a	minority billitics	and female, not with	e students wi regard to st	th regard ' 'thei ereotyped images.	r				
23.	Math and scient	e teache students	rs encourag in their o	e attendance lasses.	and participa-					
24.	Examples and me to minority and perspectives.	ethods of Vor fema	teaching u le perspect	sed in the citives as well	lassroom relate as to majority	entition of the same				



?	1	2	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

IV. E	DUCATIONAL PROGRAMS — SECONDARY	Should Exist	Actually Exists
ر کے	 A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community. 		
26	Learning goals and objectives are clearly defined.		
27.	Secondary students benefit from spending a half day with their same age peers.		
28.	The public is satisfied with achievemer: at the Center for the Arts and Sciences.	-	
29.	The courses of instruction are modified frequently to keep them current.	********	•
30•	The course work illustrates the inter-relatedness of the various disciplines.	************	
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.		
32.	Many of the courses provide "hands on" experience.		
33.	Special artention is focused on building good continuity across grade levels and programs.	-	-
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.		
35.	Collaborative curriculum planning and decision making are typical.		
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.		
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	-	
38.	Information on drug education at the Center is offered at the appropriate level.	***************************************	
39.	Student achievement levels assist in future curricular planning.		



		?	1	2	3	4	5.			
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent			
							Should Exist	Actually Exists		
	40.	Curricular plateopic for in-	ins on a lepth, in	given topic dependent s	allow studentudy.	ts to select a s	sub-	del Contragado		
	41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.								
	42.	2. The course work helps to develop students' skills in research methods. 3. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.								
	43.									
٧.	PER	RSONAL DEVELOPMENT OF THE STUDENT								
	44.	Students have	opportuni	ities to pr	actice leader	ship skills.				
	45.	The program te	aches stu	dents probl	lem solving to	echniques.	s			
	46.	Students have and dissimilar	opportuni abilitie	rtunities to work with other students of similar lities and interests.						
	47.	Students are e	ncouraged	and assist	ed in develo	oing career plan	s.			
	48.	The visual and establishing o	performi omponents	ng art clas	ses at the Ce lemic courses.	enter have caree				
	49.	Helping the str part of the sci	ndent to	explore car	eer possibili	ties is an impo	rtant			
	50.	Students are es	pected t	o complete	their work an	d meet recognize	ed			
	51.	Students have tand self-reliar	the oppor ice.	tunity to d	evelop a sens	e of responsibil	Lity	*******		
	52.	Students are er	couraged	to be inde	pendent think	ers.				
	53•	The gifted and of learning in	talented each stu	program tr dent.	ies to develo	p an appreciatio	XI	-		
	54.	Students are en personal proper	couraged ty.	to be conc	erned for oth	er people and th	eir	======		



		?	1	2	3	4	5				
	r	Do 10t mow	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a ve large exten	;			
							_	hould Exist	Actually Exists		
55.	The prog of study	ran pro '•	vides st	odents with	n exposure to	a variety of fi	.el.ds				
56.	The gift and real	ed and ize the	talented ir aptit	l program e cudes, abili	ncourages stu lties, intere	dents to recogni	<i>z</i> e .				
57.	The prog	ran enco s.	ourages	students to	o establish a	nd pursue challe	ng-				
58.	The program fosters the development of logical and convergent thinking in the students.										
59.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the stunents.										
60.	The gifts pendent (in the st	(self-di	rected)	program fo study skil	sters the dev ls and acaden	elopment of indicional controls of the control of the controls of the controls of the control of the	≥- ine				
CIA	CLASSROOM MANAGEMENT										
61.				f disciplin	-						
62.						cipline matters.					
63.				have good	-		_	 ,			
64.	Teachers ments.	motiva	te stude	ents by usi	ng rewards ra	ther than punish	_		********		
65.	Students	are aw	are of o	lassroom n	ıles.			······································			
66.	A secure is on ac	, attrachievener	itive er nt.	vironment i	ls provided w	nere the emphasi	s _				
67.	An order	ly, proc spent o	luctive on class	wowing atmoon manage	osphere is g ment is mini	enerally maintai mal.	ned		~=====		



VI.

?

	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent.	To a very large extent	
TITT DA	Rental involve	seare and	O A COMPANY			Shoul Exis	
V.LLa F.D	STATEM TURNTAL	TENL ENU	COMMENT				
68.	Procedures for communicated	or parent to paren	al involven ts and used	ment in the pr i consistently	ogram are clearly •	y	
69.	Parents have support the g	options difted an	for becomin	g involved in instructional	activities that program.	-1 -	
70.	The program's techniques for talents.	and					
71.	There is freq gifted and ta	ne					
72.	Parents are a develop their	its	-				
73.	Parents reali talented prog	ze the vo	xational v urses.	alue of all o	the gifted and		***************************************
74.	Parents of gi	fted and	talented s	tudents suppor	t the program.		
75.		upported high lev	their child el also su	dren's involve pport it as st	ment in the Centerrongly at the se	er nior	•
76.	Teachers enco	nræge bar	ents to ke	ep track of st	udent progress.		-
77.	Most parents a	are aware	of the gi	fted and talen	ted program goal:	5•	
78.	Ecouraging pages gram's plans.	arental i	nvolvement	is an integra	l part of the pro	-	•
VIII. AII	XILJARY SUPPORI	CAND STA	PP		•		
79.	Effective guid student in the	iance and	counseling and talente	g are readily and program.	available to each	ı	•
80.	The gifted and acquire an und	i talente Ierstandi	i program's ng of vocat	guidance pro cional trends.	gram helps studen	nts	



?

	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	7			
						Ex	uld dst	Actually Exists		
81.	Helping the st part of the to	udent t tal gif	o explore co ted and tal	areer possibi ented program	lities is an imp •	ortant _				
82.		The guidance program helps students to realize the connection between their course work and their career goals.								
83.	The librarians tions when sel	at the ecting	Center and new material	Handley ask i	for teacher sugg brary.	es -				
84.	The library per available mater	rsomel rials.	keep the b	uilding staff	up-to-date regar	rding				
85.	Materials found served.		-							
86.	Audio visual materials are available for classroom use.									
87.	Adequate time i									
88.	The library col students.	lection	adequately	serves the n	eeds of staff an	d		er e		
LPAI	ership by princi	PAL.	•							
89.	The principals students can le	at the arm.	Center and a	at Handley bei	lieve that all			-		
90.	The principals and are able to	have a clearly	clear unders y articulate	standing of the	ne program's goal	ls				
91.	The principals	are the	instruction	al leaders.						
92.	The principals of instruction.	nake fre	equent class	room observat	cions to monitor	-	10770			
93.	The principals procedures.	initiate	organized	and systemati	c improvement					
94.	The principals p	romote	methods tha	t are known t	o create effec-		_	***********		
95.	The principals o	arefull	y monitor n	ev practices.						



IX.

		?	1	. 2	3	4	5 .				
		Do not know	Not ar all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent				
							Shoul Exis	- ··,			
	96.	The gifted an ing relevant	d talent instruct	ed principa ional exper	ls are viewed tise as well	l by teachers as as management si	hav-				
	97.	multiple-meth	ods of i	dentificati	on, staff dev	we programs included programs included programs included as counseling the counse	an -	-			
	98.	The principals municate with gifted/talent	teacher	s regarding	supervision their instru	and feedback to ctional methods	com- in				
	99.	The principals	s are an	tive parche	rs in long-a	nd short-range p	lan-				
	100.	The principals exploration by	The principals provide an encouraging climate for innovation and exploration by teachers and students.								
	101.	The principals from the communating.	s use su mity-at-	gestions fi large to as	rom their sta ssist in plan	ff, teachers, an ning and decisio	d n				
X.	0011	NICATIONS/EVEL	C RELATI	ONS.							
	102.	The gifted and inspires publ	l talente Lic confi	d program o	conducts busin	ness in a manner	that	-			
	103.	The program ad	ministra n its pe	rion provid	les the genera	al public with a		•			
	104.	Important info is provided in staff and stud	a timel	relevant to y and intel	the program ligible fash	and/or its stude ion to parents,	ents				
	105.	Parents are to	ld about	student su	cœsses.			energy (pro			
	106.	The principals talented progr	work to am.	gain commu	nity support	for the gifted a	ind	• Marining			
	107.	The principals effectiveness	provide of the p	the commun rogram.	ity with info	rmation about th	ne	•			
	108.	Achievement re	sults ar	e shared wi	th parents.						



?	1	2	3	4	5
Do	Not	To a	To a	To a fairly	To r very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

		Should Exist	Actually Exists
109.	Achievement results are shared with students.		
110.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	-	
111.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	******************	



SECOND'ARY STUDENTS (SS)

A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

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Saginaw	Public	Schools

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: () the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district—wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways—a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.



INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A) Sho		?	1	2	3	. 4	5
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actu Exi	ally sts	?	1	. 2	3	4	5
						Should Exisc	Actually Exists
EXAMPLE	doe	gifted s a good ety skil	l jeb d	lented prof teachin	ogram , ng basic	5	3

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

? Do not know the extent to which the stated condition should exist.

- 1 Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.



		?	1	2	3.	4	5 .	
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large ' extent	
.	Trem	, , , , , , , , , , , , , , , , , , ,	A				Should Exist	Actually Exists
		ELVICATION OF						
	1.	Students are parent, teach	nominated er, admin	i through a Histrator,	a variety of s and test sour	ources including e referrals.		-
	2.	The identification process, not a	ation of an annual	gifted and event.	l talented stu	dents is an ongo	ing	- Description of
	3.	Identification possible.	occurs	as early i	n the student	s' lives as is		
•	4.	The identification, interest	ntion pro	cess inclumently.	des measures	of student moti-		***********
	5.	Emphasis is gi culturally dis	ven to i	dentifying ed groups.	gifted/talen	ted students in		-
(6 . .	All the teache how to identif	ers in the	e district /talented s	participate students.	in inservices on	*****************	
7		students adequ	ately id	entifies ti	hose students	ed and talented who would most talented program.		-
8	d	he currently dents adequate articipate in	ly scree	ns out thos	e students wh	ed/talented stu- to should not		· ****
		•				*		
II. C		RALLY DEPRIVE) STUDIAN	TS .				
9	• F	emale students nd science fie	are off elds.	ered chanc	es to conside	r careers in mat	h	
10	11	tudents are conterest, regar entatives a ca	dless of	how dispra	careers in wo	hich they have a n minority repre	<u> </u>	
11	. F	emale and mina odels in many	rity stu varying	dents are careers.	provided with	positive role		
12	. Ti aų	eachers treat ptitudes and a	minority bilities	and female, not with	e students wi regard to ste	th regard to the ereotyped images	ir	And the first course in



		•	?	1	2	3	4	5	•
		ī	Do not now	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
								Should Exist	Actually Exists
	13.	Math an	d scient	nce teac e studen	hers encounts in their	age attendand classes.	ce and participa-	-	-
	14.	Example to minor perspect	rity an	methods nd/or fen	of teaching vale perspe	used in the ctives as wel	classroom relate l as to majority		
п	I. ED	UCATTONAL.	PROGRA	945 - S0	CONDARY				
	15.	A value and tal	systemented s	n emphas: staff, s	izing achie tudents and	vement is sha parents/com	red by the gift:	i	
	16.	Learning	g goals	and obj	jectives ar	e clear y def	ined.	41-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	~
•	17.	Secondar same age	ry stud e peers	lents ber 5.	efit from s	spending a ha	lf day with their	· ·	
	18.	The publ Arts and	lic is i Scier	satisfie ces.	ed with ach	levement at t	he Center for the		***************************************
	19.	The cour current.	ses of	instruc	ction are m	xdified frequ	ently to keep the	ŢĪ.	
	20.	The cour discipli	se wor	k illust	rates the i	inter-relatedi	ness of the vario	us	
	21.	m arrie	rent d	isciplin	ourses allo es to work in common.	w for student together to s	s who are working see what their	g	
	22.	Many of	the co	urses pr	ovide "hand	s on" exp. ie	nce.		
	23.	Special a grade le	attenti vels a	ion is fo nd progra	ocused on b	wilding good	continuity across	3 <u></u>	
	24.	Provision Center an	nsare ndin t	outline he home	i for coord school cla	ination betwee	en teachers in ti	ne	
	25.	Collabora	ative o	urricul	m planning	and decision	making are typic	al.	
	26.	Students advanced	attend level	the Cer than is	nter to take offered at	e courses in their home s	subjects at a mor chool.	e	-



	?	1	2	3	4 .	5			
	Do net know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent			
		•				Should Exist	Actually Exists		
27.	The Honors' providing ai	programs vanced co	in the high xurse work t	schools do a coglited stud	sufficient job ents.	of	•		
28.	Information appropriate	on drug e level.	education at	the Center i	s offered at the		-		
29.	Student schi	evement 1	evels assis	t in future o	urricular planni	ing.	*******		
30.	Curricular p topic for in	lars on a depth, f	given topi ndependent	c allow stude study.	nts to select a	sub-			
31.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.								
32.	The course work helps to develop students' skills in research methods.								
33.	Learning acti pace than in	vities a the home	t the Center school clas	r take place a ssroom.	at a more approp	riace			
P23	SONAL DEVELOP	eni of i	e siden						
34.	Students have	opportu	nities to pr	ractice leader	ship skills.		-		
35.	The program t	eaches s	tudents prob	olem solving (echniques.	-			
36.	Students have and dissimila	opportu	uities to wo	ork with other erests.	students of si	milar			
37.	Students are	encontage	ed and assis	sted in develo	ping career pla	ns.			
38.	The visual an establishing	d perform component	aing art cla s as do aca	usses at the Codemic courses	enter have care	<u></u>			
39.	Helping the s part of the s	tudent to chool pro	explore ca	reer possibil	ities is an impo	ortane			
40.	Students are standards of o	expected quality.	to complete	their work a	nd meet recogniz	æd			
41.	Students have and self-relia	the oppo	rtunity to	develop a sen	se of responsibi	lity			



IV.

?

	Do Not To a To a To a fairly To a not at slight roderate large lar know all extent extent extent ext	•								
		Should Exist	Actually Exists							
42.	Students are encouraged to be independent thinkers.									
43.	The girted and talented program tries to develop an appreciation of learning in each student.									
44.	Straients are encouraged to be concerned for other people and their personal property.									
45.	The program provides students with exposure to a variety of fields of study.	-								
46.	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.									
47.	The program encourages students to establish and pursue challenging goals.									
48.	The program fosters the development of logical and convergent thinking in the students.									
49.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.									
50.	The gifted and talented program fosters the development of inde- pendent (self-directed) study skills and academic self-discipline in the students.	 -								
CIA	Secon management									
51.	Parents are notified of discipline problems.									
52.	Administrators support teachers in student discipline matters.									
53.	The Center and Handley have good discipline.									
54.	Teachers motivate students by using rewards rather than punishments.									
55.	Students are aware of classroom rules.									
56.	A secure, attractive environment is provided where the emphasis is on achievement.									



٧.

		?	1	2	3	4	5	
		Do . not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
							Should Dast	Actually Exists
	57.	An orderly, pand time spen	roductive t on clas	e worlding a	atmosphere is genent is min	generally mainta imal.	ined	
VI.	TEM	DER VALUES AND	APPROACE	æs			*	
	58.	Program teach stating them	ers focus plainly a	student a and referri	strention on le	esson objectives equently.	by	
	59.	Teachers set	and meint	ain a bris	k instruction	al pace.		
	60.	Teachers com	unicate e	ffectively	7 0.			***************************************
	61.	Teachers expl	ain and d	lemonstrate	rather than	ust assign seat	work.	
	62.	Teachers emph	ssize act	ive studen	t participatio	n in their class	ses.	
	63.	Teachers teachers teachers dent learning.	n at the	correct le	vel of diffic	lty to promote :	stu-	
	64.	Teachers work objectives wit	on accom	plishing t	he instruction	al gads and	-	
	65.	Teachers know requisites nee	which sk eded by s	ills are o tudents to	f highest prio	rity and the pro	<u></u>	.—
	66.	learning tasks rate is high.	are mat	ched to le	sson content s	o student succes	ss	·/
	67.	Regular, focus strengthen str	sed revie dent ret	ws of key o	concepts and s	dlls chc on a	and	
	68.	Feedback from instruction an	instructi	ional obser ng student	rvations empha achievement.	sizes improving		
	69.	Feedback to st	udents i	stied to 1	learning objec	tives.	****	
	70.	To check under and make sure	standing, all scude	teachers ents have a	ask clear, op a good chance	en-ended questio to respond.	ns	and the same of th
	71.	Classroom roul	ines are	smooth and	l efficient.			



72. Teachers have assignments or activities ready when students arrive. 73. Very little time is spent on non-learning activities. 74. Teachers know curriculum policies and priorities. 75. Teachers are responsive to the student's point of view. 76. Teachers are competent in student counseling services. 77. Teachers function more like facilitators than directors in their approaches to the students' course work.			?	1	2	3	4	5	
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87. The library collection adequately serves the needs of staff and students.		86.	Adequate time : materials.	in the li	braly is p	rovided to st	odents to select	-	•
		87.	The Library co	llection	adequately	serves the n	eeds of staff and	-	-



SECONDARY PROFESSIONAL STAFF (SPS) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

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Saginaw	Public	Schools

Instrument Code

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain discrict-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways—a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.



INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A)	Should Exist	?	1	2 .	· 3	4	5
		Do not 'cnow	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actual Exist		y ?	1	2	3	4	5
						Should Exist	Actually Exists
EX.	AMPLE: 1	5_	3				

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- Stated condition does not exist
 at all.
- Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.



3

5

?

1

2

		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
T	Cross	RAL ADMINISTRAT	TI (Ta)				Should Exist	Actually Exists				
	1.	Planning is a	continuo	us process	in the gifte	d and talented	program.					
	2.	The program's high priority	budget a objectiv	llows for a	allocation of	resources to a	chieve ·	**************************************				
	3.	Research findi programs.	ngs are	used in pla	anning and imp	proving education	onal					
	4.	Instructional results with t	program he goals	evaluation and object	is accomplis iv≥s of the p	ned by comparing program.	g actual	-				
	5.	Program improvenoted and the	rogram improvement efforts are periodically reviewed; progress is oted and the improvement focus is renewed and redirected.									
	6.	Test results, are used to sp	grade rep ot poteni	ports, arta	adance record	s and other met	thods					
	7.	Students are win one locatio	ell serve n.	ed by a gif	ited nd talen	wed program sit	nuated					
	8.	The school buildents.	ldings pr	ovide a sa	fe environmen	t for staff and	stu-					
	9.	Assessment resident to evaluate progress.	ults are e their o	used by te wn teachin	achers for in g methods and	structional dia check student	gnosis					
•	10.	The major goals respect to the			talented pro	gram are set wi	th	*******				
I	ı.	HEAVERFICATION (or curifi)/TALEN/ED	STUDENTS							
	11.	Students are na parent, teacher	ominated r, admini	through a Lstrator, a	variety of so nd test score	urces including referrals.						
	12.	The identification process, not a	tion of s n annual	difted and event.	talente [†] stud	ents is an ongo	ing	*************				
,	13.	Identification possible.	occurs a	s early in	the students	lives as is	***************************************					



APPENDJX A

	?	1	2	3	4	5					
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
						Should Exdst	Actually Exists				
14.	The identification, inter-	etion pro ests, and	cess included in the second se	les measures (of student moti-						
15.	Emphasia is grant culturally dis	iven to i saivantag	dentifying sed groups.	gifted/talent	ed students in						
16.	All the teacher how to identify	ers in th Ty gifted	e district /r_lented s	participate i tudents.	n inservices on	********					
17.	students adequ	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.									
18.	The currently dents adequate participate in	ly scree	ns out those	e students wh	d/talented stu- o should not	***************************************					
ш. (DILITRATLY DEPRI	ved stud	enis								
19.	revale student and science fi	s are of: elds.	tered chance	es to conside	r careers in math	ı					
20.	Students are cointerest, regasentatives a co	rdless of	how dispro	careers in w oportionate in	nich they have ar n minority repre-						
21.	Female and min models in many	ority stu varying	rients are ; careers.	precided with	positive role	**************************************					
22•	Teachers treat aptitudes and	winority abilities	and female , not with	e students wi regard to ste	ch regard to thei ereotyped images.	r					
23.	Math and sciention by female	ce teache students	ers encourage in their o	ge attendance Llasses.	and participa-						
24•	Examples and moto minority and perspectives.	ethods of d/or fema	teaching o	sed in the cities as well	lassroom relate as to majority	-	***********				



	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
IV. FOI	Kational program	45 - 577	YNT AD Y			Should Exist	Actually Exists				
43.	and talented st	emphasi taff, st	zing achiev udents and	parents/comm	red by the gifted unity.						
26.	Learning goals	Learning goals and objectives are clearly defined.									
27.	Secondary stude same age peers.	Secondary students benefit from spending a half day with their same age peers.									
28.	The public is a	acisfie es.		*************							
29.	The courses of current.	***	-								
30.	The course work disciplines.	illust	rates the i	nter-relatedo	ess of the various	3					
31.	The sciedules a in different di respective area	scipline	es to work	w for student together to s	s who are working ee what their						
32.	Many of the cou	rses pro	ovide "hand	s ch" experie	nce.						
33.	Special attention grade levels an	on is fo d progra	ocused on b	uilding good	continuity across						
34.	Provisions are Center and in ti	outlined he home	l for coord school clas	ination betwe	en teachers in the		***************************************				
35.	Collaborative o	urriculu	m planning	and desision	making are typica	1.	7/				
34.	Students attend advanced level	the Cen than is	iter to take offered at	courses in their home s	subjects at a more						
37.	The Horors' propproviding advance	grams in	the high s se work to	schools do a : gifted stude	sufficient job of nts.	*********					
38.	Information on dappropriate leve	irug edu el.	cation at t	the Center is	offered at the		*****				



39. Student achievement levels assist in future curricular planning.

		?	1	2	3	4	5					
	_	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
							Should Exist	Actually Exists				
40•	Curricul topic fo	ar plan or in-dep	s on a g oth, ind	civen topic dependent s	allow studen	rs to select a s	sub-					
41.	Teachers skills i	at the	Center curricu	integrate l lum.	basic and hig	her level thirki	ng ·					
42.	The cour	The course work boles to develop students' skills in research methods.										
43.	learning pace tha	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.										
PERSONAL DEVELOPMENT OF THE STUDENT												
44.	Students	have op	portuni	ties to pra	ctice leaders	ship skills.						
45.	The progr	ram teac	hes stud	ients probl	em solving te	echniques.						
46.	Students and diss:	have op imilar a	portunit bilities	ies to work	k with other ests.	students of simi	Llar	***************************************				
47.	Strients	are enc	ouraged	and assist	~d in develop	ing career plans	·					
48.	The visus establist	al and parting comp	erformir ponents	ष्ट्र art class क्ष्य के acad	ses at the Ce emic courses.	nter have career		*****				
49.	Helping to part of t	the stude the school	ent to e	xplore care	eer possibi <u>l:</u>	ries is an impor	tan:					
50.	Students standards	are expe	ected to	complete t	their work an	d meet recognize	d					
51.	Students and self-	have the reliance	opport	unity to de	evelop a sens	e of responsibil	ity					
52.	Students	are enco	uraged	to be indep	endent think	ers.		*****				
53.	The gifte of learning	d and ta ng in ea	lented p ch stude	program tri ent.	es to develop	an appreciation	n					
54•	Students personal	are enco property	uraged (to be conce	med for other	er people and the	eir	************				



 ∇_{\bullet}

	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extens:	To a very large extent		
				-		Sho Exc		ally sts
55.	The program p	rovides s	students wit	h exposure to	a variety of fi	lelds		
56.	The gifted an and realize the	i talente neir apti	d program e tudes, abil	ncourages stu ities, intere	dents to recogni sts, and needs.	ize <u> </u>		Oriena
57.	The program en	ncourages	students t	o establish a	nd pursue challe	ing-		
58.	The program for thinking in th	sters the studen	e developmen rs.	nt of logical	and convergent			MINIS
59.	The gifted and problem solving students.	talente g throug	d program en h complex an	ncourages the nd abstract ti	development of hinking in the			
60.	The gifted and pendent (self- in the student	directed	d program fo) study skil	sters the de .ls and acade	velopment of ind mic self-discipl	e- ine	Miles entatore	
ή	SSROOM MANAGEDÆ	MI.		•				
61.	Parents are n	otified	of disciplin	e problems.			-	
62.	Administrator	s suppoin	teachers i	n student dis	scipline matters	•		_
	The Center an			•				_
64.	Teachers moti	vate stu	lents by usi	ng rewards ra	ther than punish		-	
65.	Students are	aware of	classroom r	ules.				
.6.	A secure, atti	ractive o	environment	is provided w	here the emphasi	.s		_
67.	An orderly, pand time spend	roductive t on clas	e working ab sroom manag	mosphere is g ement is mini	enerally maintai mal.·	ned		_



VI.

.?	1	2	3	4	5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

			Should Exist	Actually Exists
VII.	TRA	ACEER VALUES AND APPROACHES		
	68.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.		
	69.	Teachers set and maintain a brisk instructional pace.	*******	
	70.	Teachers communicate effectively.	-	
	71.	Teachers explain and demonstrate rather than just assign seat work.		
	72.	Teachers emphasize active student participation in their classes.		
	73.	Teachers teach at the correct level of difficulty to promote student learning.		
	74.	Teachers work on accomplishing the instructional hals and objectives with students.	***************************************	
	75.	Teachers know which skills are of highest priority and the pre- requisites needed by students to learn the skills.		
	76.	Learning tasks are matched to lesson content so student success rate is high.		
	77.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.		-
	78.	Feedback from instructional observations emphasized improving instruction and boosting student achievement.		
	79.	Feedback to students is tied to learning objectives.		
	80.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.		
	81.	Classroom routines are smooth and efficient.		
	82.	Teachers have assignments or activities reals whom students arrive.		******
	83.	Very little time is spent on non-learning activities.		
,	84.	Teachers know curriculum policies and priorities.		
			_	



	?	1.	2	. 3	4	5	
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
						Shou'd Edst	Actually Exists
85	Teachers are	responsi	we to the s	st lent's poi	nt of view.		
86	. Teachers are	competen	t in studer	nt counseling	services.		
87.	Teachers fund approaches to				n directors in th	eir ·	
viii.	STAFF DEVELOPME	य					
88.	Within the patential teacher skill			given to stai	ff development ar	nd	-
89.	Staff develo	ment pro	grams are e	ffectively α	cordinated.	******	
90.	The gifted and ing program f				ive inservice tr	ain	
91.	The inservice	s provid	e valuable	teaching tool	s or information	ام	
92.	Content in st issues and pr	aff deve iorities	lopment ses	sions address	es instructional		
93.	Staff develop necessary res	ment and ources.	training a	re supported	with time and ot	her	
94.	The teachers most recent a	and stude dvances o	ents have a within each	ccess to cons area.	ultants and to t	he	
95.	Administrator ment program.		volved in so	once type of p	rofessional deve	lop-	
96.	The administr the staff mem	ation sup bers.	ports care	er enhancemen	t pssibilities	for	
97.	Teaching exce	llence ir	the progra	an is recogni	zed.		
98.	Staff develop teachers.	ment lear	ming goals	and objectiv	es are developed	by	
99.	There is sche talented issu	duied tin es at sta	e for discu	ission and de	liberation of gi	fted/	***************************************



		?	1	2	3	4	5	
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
ΙX	- PAR	ental, involveme	OXIT AND (XI M ATIMENT			Should Exist	Actually Exists
			r parent	al involver	ent in the price consistently	cogram are clear	ly	
	101.	Parents have support the g	options ifted an	for becomin	g involved in instructional	activities that program.		
	102.	The program's techniques fo talents.	staff m r helpin	embers prov g students	ide parents v develop their	with information giftedness or	and	***************************************
	103.	There is freq gifted and ta	uent two lented p	way comun rogram's st	ication between	en parents and (the	
	104.	Parents are a develop their	ware of giftedn	their respo ess or tale	nsibilities f rts.	or helping stude	ents	
	105.	Parents realized programmes	ze the vi ram sco	ocational v	alue of all o	f the gifted and		-
	106.	Parents of gir	fted and	talentad s	tudents suppo	rt the program.		
	107.	Parents who su at the junior high level.	ipported high le	their child vel also su	iren's involv port it as s	ement in the Cen trongly at the s	enior	
	108.	Teachers encou	ırage paı	ents to ke	ep track of s	tudent progress.		
	109.	Mosc parents a	ne awaite	of the gii	ited and tale	nted program goa	ls.	
	110.	Encouraging pagram's plans.	prental i	involvement	is an integr	al part of the p	ro-	
X.	AUXII.	iary support an	d staff					
	111.	Effective guid student in the	ance and	counseling	are readily d program.	available to eac	ch	And the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a section section in the section section in the section is a section section in the section section in the section section is a section sect
	112.	The gifted and acquire an und	talente exstandi	d program's ng of vocat	guidance pro ional trends	gram helps stude	ents	Windowskie



?

	Do not know	Not at all	To a slight extend	To a moderate extent	la	fairly urge tent	la	very rge tent		
								Should Exdst	Actually Exists	
113.	Helping the st part of the to	tudent to otal gif	explore of ted and tal	career possibi Lented program	lities	is an imp	ortant		**********	
114.	The guidance potential their	course o	nelps stude work and th	ents to realiz Meir career go	e the c	omection	•			
115.	The librarians tions when sel	at the lecting o	Center and new materia	l Handley ask als for the li	for tead	cher sugg	es -		************	
116.	The library pe available mate	ersomel erials.	keep the b	uilding staff	u p-to-	date rega	rding	*******		
117.	Materials four served.	rd in the	e library a	ure appropriat	e to the	e student:	3			
118.	Audio visual m	aterials	are avail	able for clas	sroom us	se.		***************************************		
119.	Adequate tire materials.	in the 1	ibrary is	provided to s	tudents	to select	:			
120.	The library co	llection	adequatel	y serves the	needs of	staff a	শ্ব			
IE.Z	PERIOR BY PRINC	IPAL.		•						
121.	The principals students can l	at the	Center and	ar Handley be	elieve t	hat all			TARLES	
122.	The principals and are able to	have a o clearl	clear unde: y articula:	re randing of t	the prog	ram's goa	ıls		***************************************	
123.	The principals	are the	instruction	onal leaders.					*******	
124.	The principals instruction.	make fro	equent clas	saroom observa	tions t	o monitor				
125.	The principals procedures.	initiat	e organized	land systemat	ic impr	ovement	•			
126.	The principals tive schools.	promote	methods th	nat are known	to crea	te effec-			-	
127.	The principals	careful	ly monitor	new practices	•					



XI.

	?	1	2	3	4	5						
•	Do not know	Noc at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent						
						Swuld Exist	Actually Exists					
128.		d talent instruct	ed principa ional exper	ls are viewed tise as well	by teachers as as waragement sk	hav-						
129.	multiple-neth	eds of 1	dentificati	on, staff dev	we programs incl elopment, progra uch as counselin	Th .	~~~~~					
130.	municate with	The principals use principles of supervision and feedback to com- municate with teachers regarding their instructional methods in gifted/talented programs.										
131.	The principals are active parters in long- and short-range plan- ming.											
132.	The principals provide an encouraging climate for innovation and exploration by teachers and students.											
133.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision make 3.											
XII. OX	MINICATIONS/PO	BLIC RELA	ZIONE									
134.	The gifted and inspires publ	i talente Lic conf:	ed program o Idence.	conducts busin	ess in a manner	that	***************************************					
135.	The program ac	lministra xn its pe	tion providerformance.	es the genera	l public with a	car-						
136.	Important info is pro ided in staff and stud	ı a timel	relevant to y and intel	the program Ligible fashi	and/or its stude on to parents,	ents						
137.	Parents, are to	old about	student su	ccesses.			-					
138.	The principals talented progr	enr Sur	gain commu	nity support	for the gifted a	and	•					
139.	The principals effectiveness	provide	the communi	ity with info	mation about th	e						
140.	Achievement re	sults ar	e shared wil	th parents.		APPROXIMATE AND ADDRESS OF THE APPROXIMATE ADDRESS OF THE A	-					



?	1	2	3	4	5	
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extenn	
					Should Exist	Actually Exists

142.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	
143.	The principals serve as a communication link between the Board, the parence, and the community concerning the program.	

141. Achdevement results are shared with students. .



ELEMENTARY PROFESSIONAL STAFF (EPS) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

C 1987		
Saginaw	Public	Schools

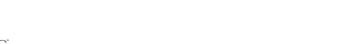
Instrument Code

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district—wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways—a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.



INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A) Sho Exi	uld .st	?	1	2	3	4	5
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actu Exi	-	?	1	2	3	4	5
						Should Exist	Actually Exists
EXAMPLE	does	gifted s a good ety skil	<u>5</u>	3			

Be sure to write a tesponse to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.

93

" Q



		?	1	2	3	4	5					
		Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent					
							Should Exist	Actually Exists				
L (I. GENERAL AIMINISTRATION											
	1. Planning is a continuous process in the gifted and talented program.											
	2. The program's budget allows for allocation of resources to achieve high priority objectives.											
	3.	Research findi	ings are	used in pla	anning and imp	proving Education	al					
	4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.											
	5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.											
1	6.	Test results, are used to sp	grade re ot poten	ports, atte	ndance record	s and other methy	ods	**************************************				

II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS

respect to the students' needs.

in one location.

11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals.

10. The major goals of the gifted and talented program are set with

12. The identification of gifted and talented students is an ongoing process, not an annual event.

7. Students are well served by a gifted and talented program situated

8. The school buildings provide a safe environment for staff and sta-

9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student

13. Identification occurs as early in the students' lives as is possible.



	?	1	2	3	4	5							
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent							
						Should Exist	Actually Exists						
14.	The identification, interest	etion proests, and	cess include maturity.	es measures (of student moti-								
15.		Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups.											
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.												
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.												
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.												
ш. (ILIURALLY DEPRI	ved stude	NIS										
19.	Female student and science fi	s are off elds.	ered chance	es to conside	r careers in math		**************************************						
20•	Students are of interest, regardents a contactives a contactives and contactives are of the contactives and contactives are of the contactive are of	rdless of	how dispro	careers in w	nich they have an n minority repre-								
21.	Female and min models in many	ority stu varying	dents are p careers.	orovided with	positive role		-						
22.	Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.												
23.	Math and scient tion by female	e teache students	rs encourag in their o	e attendance lasses.	and participa-								
24.	Examples and me to minority and perspectives.	ethods of i/or fema	teaching u le perspect	ised in the cl ives as well	assroom relate as to majority								

?	1	2	3	4	. 5
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

		Should Exist	Actually Exists
IV. 50	UCATIONAL PROGRAMS - ELEMENTARY		
25.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	-	
26.	Learning goals and objectives are clearly defined.		
27.	Standards for learning are both challenging and attainable.		
28.	Students are challenged at the elementary level by attending Handley.		
29.	Promotion at Handley is based on achievement rather than time spent in the classroom.		
30.	Handley does a good job preparing students for their next level of education.		
31.	Elementary homework is regularly assigned and checked.		
32.	Children have opportunities to write.		
33.	A special effort is made at Handley to challenge more able elementary students.		
34.	Elementary courses of instruction are modified frequently enough to keep them current.		
35.	Handley does a good job of teaching reading, writing, and arithmetic.		
36.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.		
37.	Handley's curriculum is congruent with the regular elementary curriculum.		-
38.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	-	-
39.	Given the resources available, the public is satisfied with academic achievement at Handley.		
40.	Many of the courses provide "hands on" experience.		

3.5



3

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		Do not know	Not ar all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent			
							Should Exist	Actually Exists		
	41.	Co-curricular a	activition ther.	es are avai	lable for stu	dents who wish t	o	- Antonio de la compansa de la comp		
	42.	Teachers at Harincludes a com	ndley do ponent o	a good job n sex educa	of teaching tion).	health education	(which			
	43.	Information on priate level.	ormation on drug education at Handley is offered at the appro- ate level.							
	44.	Student achieve	-							
	45. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.									
۷.	PERS	ONAL DEVELOPMENT	COF THE	STUDENT						
	46.	Students have o	pportuni	ties to pr	actice leader	ship skills.				
	47.	The program tea	iches stu	dents prob	lem solving t	echniques.	************************			
	48.	Students have of and dissimilar	pportuni abilitie	ties to wor s and inter	k with other rests.	students of sim	llar			
	49.	Students are en	couraged	and assist	ed in develop	oing career plans	3.			
	50.	The visual and establishing ∞	performi mponents	ng art clas as do acad	sses at the G lemic courses,	enter have career		*		
	51.	Helping the stu part of the sch	dent to col prog	explore car ran.	reer possibili	ties is an impor	tant	*************		
	52.	Students are ex standards of qu	pected t	o complete	their work ar	ri meet recognize	d	***********		
	53.	Students have to and self-relian	he oppor ce.	tunity to d	levelop a sens	e of responsibil	ity			
	54.	Students are en	couraged	to be inde	pendent think	ers.				
	55.	The gifted and of learning in	talented each stu	program tr ient.	ies to develo	p an appreciario	n	*************		
	56.	Students are en personal propert	couraged ty•	to be conc	emed for oth	er people and th	eir .	**************************************		

⁹⁷ **1**02

ERIC Full Text Provided by ERIC

	?	1	2	3	4	5						
	not: ianaw	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent						
						Should Exist	Actually Exists					
57.	The program of study.	provides	students wi	th exposure t	o a variety of f	ields	**********					
58.	The gifted a and realize	nd talent their apt	ed program itudes, abi	encourages st lities, inter	udents to recogn ests, and needs.	ize	-					
59.	The program encourages students to establish and pursue challenging goals.											
60.	The program fosters the development of logical and convergent thinking in the students.											
61.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.											
62.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.											
CLAS	SROOM MANAGEM	eni				•						
63.	Parents are	notified o	of disciplin	e problems.								
64.	Administrator	s support	teachers i	n student dis	cipline matters.							
65.	The Center a	nd Handley	have good	discipline.		-						
66.	Teachers moti	ivate stud	ents by usi	ng rewards ra	ther than punish	-						
67.	Students are	aware of	classroom n	ules.		~~~						
68.	A secure, att	ractive e ment.	nvironment :	is provided w	here the emphasis	5	- Alternative					
69.	An orderly, p	roductive t on clas	working atr	mosphere is g ement is mini	enerally maintain mal.	ned	***********					

VI.

.?	1	2	3	4	3
Do	Not	To a	To a	To a fairly	To a very
not	at	slight	moderate	large	large
know	all	extent	extent	extent	extent

			Should Exist	Actually Exists
VII.	TE	ACHER VALUES AND APPROACHES		
	70.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.		
	71.	Teachers set and maintain a brisk instructional pace.		
	72.	Teachers communicate effectively.		
	73.	Teachers explain and demonstrate rather than just assign seat work.	 ,	
	74.	Teachers emphasize active student participation in their classes.	~~~~	
	75.	Teachers teach at the correct level of difficulty to promote student learning.	-	
	76.	Teachers work on accomplishing the instructional goals and objectives with students.		
	77.	Teachers know which skills are of highest priority and the pre- requisites needed by students to learn the skills.		
	78.	Learning tasks are matched to lesson content so student success rate is high.		
	79.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.		
	80.	Feedback from instructional observations emphasizes improving instruction and boosting student achievament.		
1	81.	Feedback to students is tied to learning objectives.		
i	82.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.		
;	83.	Classroom routines are smooth and efficient.		*********
ł	84.	Teachers have assignments or activities ready when students arrive.		
8	85.	Very little time is spent on non-learning activities.		
8	36.	Teachers know curriculum policies and priorities.		

	?	1	2	3	4	5	
	Do not know	Not at all	To a slight extent	To a moderate extent .	To a fairly large extent	To a very large extent	
						Should Exist	Actually Exists
87.	Teachers are	responsiv	e to the s	student's poir	nt of view.	***	-
88.	Teachers are	competent	in studen	it counseling	services.		-
89.	Teachers func approaches to	tion more	like faci lents' cour	litators than se work.	directors in th	reir ·	
VIII. S	CAFF DEVELOPMEN	r					
90.	Within the protection teacher skill	ogram, en building	phasis is	given to staf	f development ar	xd	-
91.	Staff develop	ment prog	rams are e	ffectively ∞	ordinated.		
92.	The gifted and ing program for	i talente or improv	d program i ing teachi	has an effect ng skills.	ive inservice tr	ain-	
93.	The inservices	provide	valuable t	teaching tool	s or information	•	
94.	Content in statistics and pri	aff develorities.	opment sess	sions address	es instructional		
95•	Staff development recessary reso	ent and a	training a	re supported o	with time and ot	her	
96.	The teachers a	and studen lyances w	nts have ac ithin each	ccess to consi area.	ultants and to th	ne	**************
97.	Administrators ment program.	are invo	olved in so	ome type of pr	ofessional devel	Lop-	**********
98.	The administra the staff memb	tion supp ers.	orts caree	r enhancement	: possibilities f	for	•
99.	Teaching excel	lence in	the progra	m is recogniz	ed•		
100.	Staff developm teachers.	ent learn	ing goals	and objective	s are developed	by	
101.	There is scheductalented issues	uled time s at staf	for discu f meetings	scion and del •	iberation of gif	ited/	***************************************



3

To a

To a fairly

5

To a very

	nct know	at all	slight extent	moderate extent	large extent	large extent	
						Should Exist	Actually Exists
IX. PAR	ENTAL INVOLVEME	nt and (CHARMENT				
102.	Procedures fo	r parent to paren	al involved ats and used	ment in the pr i consistently	ogram are clearl	у	
103.		options ifted an	for becomin	ng involved in instructional	activities that program.	***************************************	
104.	The program's techniques for talents.	staff o r helpin	embers prov g students	ride parents w develop their	ith information a giftedness or	and	- Annahamin Principals
105.	There is frequently gifted and take	uent two lented p	way commun rogram's st	nication between	en parents and th	ne	•
106.	Parents are a develop their	are of giftedn	their respo ess or tale	nsibilities fo nts.	or helping studen	nts	-
107.	Parents reali: talented progr	ze the v ranís co	ocational v urses.	alue of all o	the gifted and		
108.	Parents of gi	fted and	talented s	tudents suppor	t the program.	-	
109.	Parents who sa at the junior high level.	ipported high le	their chil vel also su	dren's involve pport it as st	ment in the Cent crongly at the se	er enior	
110.	Teachers encou	rage par	rents to ke	ep track of st	udent progress.	-	
111.	Most parents a	ire awar	of the gi	fted and talen	ted program goal	s	

X. AUXILIARY SUPPORT AND STAFF

gram's plans.

?

Do

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To a

113. Effective guidance and counseling are readily available to each student in the gifted and talented program.

112. Encouraging parental involvement is an integral part of the pro-

114. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.



101

		Do not know	Not at all	To a alight extent	To a moderate extent	To a fairly large extent	lai	very cent	
								Should Exist	actually Exists
	115.	Helping the st part of the t	tudent t otal gif	o explore o	areer possibi ented program	lities is an im	portant		
	116.	The guidance petween their	course	helps stude work and th	nts to realiz eir career go	e the connection	a .		
	117.	The librarians	at the lecting	Center and new materia	Handley ask ls for the li	for teacher sugg brary.	ges-		
	113.	The library po available mate	ersonnei erials.	keep the b	uilding staff	up-to-date reg	arding		
	119.	Materials four served.	nd in the	e library a	re appropriat	e to the student	is .		
	120.	Audio visual n	mterjals	are avail	able for clas	sroom use.			Company
	121.	Adequate time materials.	in the 1	library is	provided to s	tudents to selec	±		
	122.	The Library co	llection	adequately	y serves the	needs of staff a	md		
î.	LEAT	ERSHIP BY PRINC	TPAL						
	123.	The principals students can l	at the earn.	Center and	at Handley b	lieve that all			
	124.	The principals and are able to	have a o clearl	clear under y articulat	estanding of o	he program's go	als		
	125.	The principals	are the	instruction	nal leaders.			-	*********
	126.	The principals instruction.	make fr	equent clas	sroom observa	tions to monito	r	************	
	127.	The principals procedures.	initiat	e organized	and systemat	ic improvement			
	128.	The principals tive schools.	promote	methods th	at are known	to create effec	-		
	129.	The principals	careful	ly monitor	new practices	•			-



XI.

	?	1	2	3	Ŀ ,	5		
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent		
						Should Exist	Actually Exists	
130.	The gifted an ing relevant	d talent instruct	ed principa ional exper	ls are viewed tise as well	by teachers as as management d	hav- dlls.		
131.	multiple-meth	ods of 1	dentificati	on, staff dev	we programs incl elopment, progra uch as counselir	am ,		
132.	The principals madcate with gifted/talente	teacher	s regarding	supervision their instru	and feedback to ctional methods	in	*********	
133.	The principals	are ac	tive partne	rs in long-a	nd short-range, p	lan-		
134.	The principals provide an encouraging climate for innovation and exploration by teachers and students.							
135.	The principals use suggestions from their staff, teachers, and from the community at-large to assist in planning and decision making.							
MI. OF	*NICATIONS/PUB	LIC RELA	TIONS					
136.	The gifted and inspires publ	talente ic confi	d program c dence.	conducts busin	ess in a manner	that		
137.	The program ad	ministra n its pe	tion provid rformance.	es the genera	l public with ac			
138.	Important info is provided in staff and stud	a timel	relevant to y and intel	the program ligible fashi	and/or its stude on to parents,	ents		
139.	Parents are to	ld about	student su	cœsses.	х		******	
140.	The principals talented progra	work to	gain commun	nity support	for the gifted a	md		
141.	The principals effectiveness (provide of the p	the communications	ity with info	mation about th	e	-	
142.	Achdeverent res	sults are	shared with	th parents.				



APPENDIX A

	?	1	2	3	4	5	
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	
						Should Exist	Actually Exists
143.	Achievement r	esults a	ure shared w	ith students.			
144.	The student progress reporting procedure gives parents a clear understanding of their child's progress.					***************************************	***************************************
145.	The principal the parents,	s serve and the	as a commun community c	ication link oncerning the	between the Board program.	· 	



APPENDIX B

TABLE B.1. GROUPS SURVEYED AND RETURN RATES FOR THE 1987 GIFTED AND TALENTED NEEDS ASSESSMENT.

	Count and Description of Individuals	Rei	turns
Groups Surveyed	in Each Population	#	%
Secondary Students (SS)	All 343 students enrolled in the Center for the Arts and Sciences (CAS) during the second semester of the 1986-87 school year.	291	84.8
Elementary Professional Staff (EPS)	All 21 teachers and administrators at the Program for the Gifted and Talented (PCAT) employed during the second semes- ter of the 1986-87 school year.	13	61.9
Secondary Professional Staff (SPS)	All 16 teachers, administrators, and counselor employed at the CAS during the second semester of 1986-87 school year.	16	100.0
Elementary Parents (EP)	All 310 elementary parents who had students enrolled in PCAT during the 1986-87 school year.	91	29.4
Secondary Parents (SP)	Al 314 secondary parents who had students enrolled in CAS during the 1986-87 school year.*	70	22.2

^{*}If a parent had both an elementary and secondary student, the parent was only requested to compete a secondary parent instrument.



APPENDIX C

DISTRICT-WIDE TOTAL (T): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Ne ed Ind ex	Priority Need Index
Identification of Gifted/Talented Students	1	8ز.4	3.42	1.16	5.33
Auxiliary Support and Staff	2	4.72	3.61	1.11	5.22
Parental Involvement and Commitment	3	4.76	3.73	1.04	4.93
Staff Development	4	4.80	3.85	0.95	4.57
Leadership by Principal	5	4.63	3.75	0.88	4.09
Educational ProgramsSecondary	6	4.58	3.74	0.83	3.82
General Administration	7	4.70	3.89	0.81	3.79
Communications/Public Relations	8	4.76	3.98	0.78	3,72
Personal Development of the Student	ĝ	4.75	4.16	0.59	2.81
Teacher Values and Approaches	10.5	4.70	4.11	0.58	2.74
Classroom Management	10.5	4.75	4.17	0.58	2.74
Culturally Deprived Students	12	4.71	4.18	0.53	2.48
Educational ProgramsElementary	13	4.77	4.35	0.42	2.02

DISTRICT—WIDE TOTAL (T) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
I.	GENERAL ADMINISTRATION	4.70	3.89	0.81	3.79
1.	Planning is a continuous process in the gifted and talented program.	4.89	4.16	0.73	3.58
2.	The program's budget allows for allocation of resources to achieve high priority objectives.	4.77	3.48	1.29	6.14
3.	Research findings are used in planning and improving educational programs.	£.53	3.52	1.01	4.59
4.	Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.52	3 . 73	0.80	3.61
5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.58	3.67	0.91	4.18
6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.66	4.18	0.48	2.24
7.	Students are well served by a gifted and talented program situated in one location.	4.68	4.20	0.47	2.20
8.	The school buildings provide a safe environment for staff and students.	4.89	4.19	0.70	3.41
9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.63	3.77	0.85	3.94
10.	The major goals of the gifted and talented program are set with respect to the students' needs.	4.82	3.99	0.83	3.98



	Questions by Function	Desired	Actual	Need Index	Friority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.58	3.42	1.16	5.53
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.77	4.18	0.58	2.78
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	4.73	3.62	1.11	5.26
13.	Identification occurs as early in the students' lives as is possible.	4.55	3.56	1.00	4•54
14.	The identification process includes measures of student motivation, interests, and maturity.	4.58	3.46	1.12	5.11
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	4.26	3.38	0.88	3.73
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.60	2.71	1.89	8.67
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.65	3.29	1.36	6.33
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.52	3.15	1.37	6.19



Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.71	4.18	0.53	2.48
19. Female students are offered chances to consider careers in math and science fields.	4.78	4.50	0.28	1.33
20. Students are counseled toward all careers in which they have an interest, regard- less of how disproportionate in minority representatives a career might be.	4.68	3.75	0.93	4.36
21. Female and minority students are provided with positive role models in many varying careers.	4.64	3.80	0.84	3.90
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.77	4.32	0.44	2.11
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.75	4.53	0.22	1.05
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4.62	4.17	0.45	2.10
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.58	3.74	0.83	3.82
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.65	3.73	0.92	4.28
26. Learning goals and objectives are clearly defined.	4.65	3.78	0.87	4.05
27. Secondary students benefit from spending a half day with their same age peers.	4.11	4.04	0.07	0.29
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.75	3.64	1.11	5• 25



	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
29.	The courses of instruction are modified frequently to keep them current.	4.65	3.96	0.69	3.21
30.	The course work illustrates the inter- relatedness of the various disciplines.	4.53	3.67	0.86	3.88
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.47	3.28	1.19	5.32
32.	Many of the courses provide "hands on" experience.	4.75	4.37	0.38	1.79
33.	Special attention is focused on building good continuity across grade levels and programs.	4.65	3.71	0.94	4.37
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.50	2.58	1.92	8.62
35.	Collaborative curriculum planning and decision making are typical.	4.43	3.29	1.14	5.06
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.72	4.46	0.25	1.19
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.25	2.99	1.26	5.35
38.	Information on drug education at the Center is offered at the appropriate level.	. 4.52	3.45	0.76	4.82
39.	Student achievement levels assist in future curricular planning.	4.74	3.98	0.74	3.60
40.	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.47	3.73	0.74	3.32



	Questions by Function	Desired	Actual	Need Index	Priority Need Jndex
41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.77	4.20	0.57	2.73
42.	The course work helps to develop students' skills in research methods.	4.67	3.98	0.69	3.22
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.71	4.27	0.44	2.06
٧.	EDUCATIONAL PROGRAMS - ELEMENTARY	4.77	4.35	0.42	2.02
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.76	4.19	0.57	2.69
45.	Learning goals and objectives are clearly defined.	4.76	3.88	0.89	4.21
46.	Standards for learning are both challenging and attainable.	4.84	4.34	0.50	2.39
47.	Students are challenged at the elementary level by attending Handley.	4.87	4.74	0.13	0.61
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.	4.72	4.40	0.31	1.46
49.	Handley does a good job preparing students for their next level of education.	4.95	4.81	0.15	0.72
50.	Elementary homework is regularly assigned and checked.	4.60	4.39	0.22	0.99
51.	Children have opportunities to write.	4.89	4.68	0.21	1.03
52.	A special effort is made at Handley to challenge more able elementary stude .ts.	4.91	4.63	0.29	1.40



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	Questions by Function	Desired	Accual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.	4.82	4.35	0.47	2.27
54.	Handley does a good job of teaching reading, writing, and arithmetic.	4.93	4.45	0.48	2.34
55•	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	4.89	4.31	0.58	2.84
56.	Handley's curriculum is congruent with the regular elementary curriculum.	4.28	4.17	0.12	0.49
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.70	4.18	0.52	2.47
58.	Given the resources available, the public is satified with academic achievement at Handley.	4.78	4.40	0.37	1.77
59.	Many of the courses provide "hands on" experience.	4.78	4.31	0.47	2.25
60.	Co-curricular activities are available for students who wish to participate in them.	4.81	4.56	0.25	1.20
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.58	3.81	0.78	3.55
62.	Information on drug education at Handley is offered at the appropriate level.	4.74	3.90	0.84	3.89
63.	Student achievement levels determine future academic planning.	4.68	4.11	0.58	2.69
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.89	4.69	0.20	0.95



ARTENDIX D

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.75	4.16	0.59	2.81
65.	Students have opportunities to practice leadership skills.	4.72	4.04	0.67	3.18
66.	The program teaches students problem solving techniques.	4.76	4.21	0.55	2.63
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.69	4.15	0.53	2.50
68.	Students are encouraged and assisted in developing career plans.	4.62	3.83	0.78	3.62
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.73	4.25	0.48	2.27
70.	Helping the student to explore career possibilities is an important part of the school program.	4.62	3.86	0.76	3.49
71.	Students are expected to complete their work and meet recognized standards of quality.	4.78	4.40	0.38	1.83
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.85	4.38	0.47	2.30
73.	Students are encouraged to be independent thinkers.	4.86	4.39	0.47	2.26
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.84	4.35	0.49	2.35
75.	Students are encouraged to be concerned for other people and their personal property.	4.83	3.89	0.94	4.55
76.	The program provices students with exposure to a variety of fields of study.	4.70	4.14	0.56	2.63



118

		 			
	Questions by Function	Desired	Actual	Need Index	Priority Need Index
77.	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.80	4.21	0.59	2.82
78.	The program encourages students to establish and pursue challenging goals.	4.77	4.22	0.55	2.60
79.	The program fosters the development of logical and convergent thinking in the students.	4.69	4.19	0.51	2.38
80.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.70	4.15	0.55	2.61
81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.75	3.97	0.78	3.72
VII.	• CLASSROOM MANAGEMENT	4.75	4.17	0.58	2.74
82.	Parents are notified of discipline problems.	4.70	4.19	0.51	2.39
83.	Administrators support teachers in student discipline matters.	4.74	4.40	0.34	1.59
84.	The Center and Handley have good discipline.	4.82	3•96	0.86	4.15
85.	Teachers motivate students by using rewards rather than punishments.	4.58	3.83	0.75	3.46
86.	Students are aware of classroom rules.	4.87	4.49	0.38	1.84
87.	A secure, attractive environment is provided where the emphasis is on achievement.	4.78	4.29	0.49	2.33 .
88.	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.73	4.01	0.72	3.41



			 	Need	Priority
	Questions by Function	Desired	Actual	Index	Weed Index
VII	TEACHER VALUES AND APPROACHES	4.70	4.11	0.58	2.74
89.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.58	3.98	0.59	2.72
90	Teachers set and maintain a brisk instructional pace.	4.51	4.18	0.33	1.50
91.	Teachers communicate effectively.	4.83	4.07	0.76	3.65
92.	Teachers explain and demonstrate rather than just assign seat work.	4.85	4.46	0.39	1.88
93.	Teachers emphasize active student participation in their classes.	4.82	4.46	0.37	1.77
94.	Teachers teach at the correct level of difficulty to promote student learning.	4.83	4.29	0.54	2.59
95.	Teachers work on accomplishing the instructional goals and objectives with students.	4.74	4.33	0.41	1.93
96.	Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.81	4.22	0.60	2.87
97.	Learning tasks are matched to lesson content so student success rate is high.	4.72	4.08	0.64	3.01
98.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.61	3.94	0.68	3.12
99.	Feedback from instructional observations emphasizes improving instruction and boosting student achiev	4.70	4.09	0.62	2.90
100.	Feedback to students is tied to learning objectives,	4.67	4.14	0.53	2.47
101.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.72	4.07	0.65	3.05



1115. 120

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
102.	Classroom routines are smooth and efficient.	4.67	3.88	0.80	3.72
103.	Teachers have assignments or activities ready when students arrive.	4.72	4.21	0.51	2.39
104.	Very little time is spent on non- learning activities.	4.63	4.11	0.52	2.41
105.	Teachers know curriculum policies and priorities.	4.82	4.29	0.53	2.57
106.	Teachers are responsive to the student's point of view.	4.72	4.10	0.62	2.93
107.	Teachers are competent in student counseling services.	4.51	3.46	1.05	4.72
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.	4.46	3.91	0.55	2.45
IX.	STAFF DEVELOPMENT	4.80	3.85	0.95	4.57
109.	Within the program, emphasis is given to staff Jevelopment and teacher skill building.	4.74	4.32	0.42	1.97
110.	Staff development programs are effectively coordinated.	4.85	4.15	0.70	3.37
	The gifted and talented program has an effective inservice training program for improving teaching skills.	4.85	3.75	1.10	5.34
112.	The inservices provide valuable teaching tools or information.	4.82	3.96	0.86	4.12
	Content in staff development sessions addresses instructional issues and priorities.	4.85	3.70	1.15	5.60
	Staff development and training are supported with time and other necessary resources.	4.81	3.80	1.01	4.86



APANNDIX D

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consultants and to the most recent advances within each area.	4.95	3.71	1.14	5.53
116.	Administrators are involved in some type of professional development program.	4.74	3.99	0.76	3.58
117.	The administration supports careers enhancement possibilities for the staff members.	4.78	3.85	0.93	4.42
118.	Teaching excellence in the program is recognized.	4.82	3.87	0.95	4.63
119.	Staff development learning goals and objectives are developed by teachers.	4.77	3.78	0.99	4.72
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.74	3.31	1.43	6.77
X.	PARENTAL INVOLVEMENT AND COMMITMENT	4.76	3.73	1.04	4.93
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.77	3.71	1.07	5.08
22.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.78	4.00	0.79	3.75
	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.63	3.52	1.11	5.12
	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.74	3.75	0.99	4.68



	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	4.74	3.57	1.16	5.52
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	4.71	3.50	1.21	5.68
127.	Parents of gifted and talented students support the program.	4.89	4.18	0.72	3.50
128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.85	3.51	1.34	6.49
129.	Teachers encourage parents to keep track of student progress.	4.80	3.97	0.83	3.98
130.	Most parents are aware of the gifted and talented program goals.	4.81	3.61	1.20	5.75
131.	Encouraging parental involvement is an integral part of the program's plans.	4.70	3.71	0.99	4.67
XI.	AUXILIARY SUPPORT AND STAFF	4.72	3.61	1.11	5.22
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.79	3.05	1.74	8.34
133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.66	2.99	1.67	7.79
134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.61	3.52	1.08	4.98
135.	The guidance program helps students to realize the connection between their course work and their career goals.	4.61	3.14	1.47	6.77
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.76	4.07	0.69	3.26



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
137.	The library personnel keep the building start up-to-date regarding available materials.	4•76	4.11	0.64	3.06
138.	Materials found in the library are appropriate to the students served.	4.81	3.98	0.83	4.01
139.	Audio visual materials are available for classroom use.	4.74	4.07	0.67	3.17
140.	Adequate time in the library is provided to students to select materials.	4.76	3.93	0.83	3.93
141.	The library collection adequately serves the needs of staff and students.	4.72	3.28	1.44	6.80
XII.	LEADERSHIP BY PRINCIPAL	4.63	3.75	0.88	4.09
142.	The principals at the Center and at Handley believe that all students can learn.	4.77	4.45	0.32	1.53
143.	The principals have a clear understanding of the program's goals and are able to clearly articulate them.	4.81	4.33	0.48	2.31
144.	The principals are the instructional leaders.	4.53	3.98	0.55	2.48
145.	The principals make frequent classroom observations to monitor instruction.	4.51	3.16	1.35	6.10
146.	The principals initiate organized and systematic improvement procedures.	4.52	3.55	0.97	4.36
147.	The principals promote methods that are known to create effective schools.	4.65	3.80	0.85	3.97
	The principals carefully monitor new practices.	4.52	3.41	1.11	5.00
	The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.62	3•45	1.17	5•41



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
150.	The principals actively encourage com- prehensive programs including multiple- methods of identification, s aff develop- menc, program evaluation and revision, and support system such as counseling.	4.65	3.69	0.96	4.46
151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.56	3.49	1.08	4.92
152.	The principals are active partners in long- and short-range planning.	4.60	3.79	0.82	3.76
153.	The principals provide a encouraging climate for innovation and exploration by teachers and students.	4.76	3.93	0.83	3.95
154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.71	3.71	1.00	4.72
XIII	. COMMUNICATIONS/PUBLIC RELATIONS	4.76 ´	3.98	0.78	3.72
155.	The gifted and talented program conducts business in a manner that inspires public confidence.	4.77	3.97	0.80	3.79
156.	The program administration provi's the general public with accurate reports on its performance.	4.67	3.58	1.09	5.09
157.	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.72	4.06	0.67	3.15
158.	Parents are told about student successes.	4.80	4.21	0.59	. 2.82
	The principals work to gain community support for the gifted and talented program.	4.75	3.95	0.80	3.77



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
160.	The principals provide the community with information about the effectiveness of the program.	4.71	3.68	1.04	4.89
161.	Achievement results are shared with parents.	4.82	4.21	0.61	2.93
162.	Achievement results are shared with students.	4.77	4.09	0.68	3.25
163.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.86	4.10	0.76	3.68
164.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.74	3.96	0.79	3.73



121 .

APPENDIX E

ELEMENTARY PROFESSIONAL STAFF (EPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION ·	Rank	Desired	Actual.	Ne ed Index	Priority Need Index
Auxiliary Support and Staff	1	4.85	2.93	1.92	9.32
Identification of Gifted/Talented Students	2 -	4.80	3.90	0.90	8.25
Staff Development	3	4.89	3.21	1.69	4.30
General Administration	4	4.80	4.05	0.75	3.60
Parental Involvement and Commitment	5	4.77	4.07	0.70	3.36
Leadership by Principal	6	4.76	4.15	0.61	2.91
Culturally Deprived Students	7	4.97	4.43	0.55	2.71
Communications/Public Relations	8	4.90	4.37	0.53	2.62
Teacher Values and Approaches	9	4.79	4.26	0.53	2.52
Classroom Management	10	4.92	4.44	0.48	2.34
Personal Development of the Student	11	4.86	4.38	0.48	2.33
Educational ProgramsElementary	12	4.82	4.44	0.38	1.83





APPENDIX F ELEMENTARY PROFESSIONAL STAFF (EPS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

Question	ns by Function	Desired	Actual	Need Index	Priority Need Index
I. GENERAL ADMII	NISTRATION	4.80	4.05	0.75	3.60
_	continuous process and talented program.	4.85	4.54	0.31	1.50
	budget allows for resources to achieve objectives.	4.92	3.00	1.92	9.45
	ings are used in planning educational programs.	4.54	3.62	0.92	4.18
accomplished b	program evaluation is by comparing actual the goals and objectives	4.75	4.00	0.75	3.56
periodically r	rement efforts are eviered; progress is improvement focus is edirected.	4.62	3.92	0.70	3.23
dance records	grade reports, atten- and other methods are potential problems.	5.00	4.69	0.31	1.55
	ell served by a gifted program situated in one	4.77	4.08	0.69	3.29
	ldings provide a safe or staff and students.	4.85	4.08	0.77	3.73
for instruction	ults are used by teachers nal diagnosis and to own teaching methods and progress.	4.77	4.17	0.60	2.86
	s of the gifted and am are set with respect s´ needs.	4.92	4.38	0.54	2.66



					
	Questions by Function	Desired	Actual	Need Index	Friority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.89	3.21	1.69	8.25
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	5.00	4.15	0.85	4.25
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	5.00	3.67	1.33	6.65
13.	Identification occurs as early in the students' lives as is possible.	4.92	3.62	1.30	6.40
14.	The identification process includes measures of student motivation, interests, and maturity.	4.54	3.18	1.36	6.17
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	4.92	2.85	2.07	10.18
16.	All the teachers in the district partic- ipate in inservices on how to identify gifted/talented students.	4.92	2.10	2.82	13.87
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.92	3.08	1.84	9.05
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.92	3.00	1.92	9.45

ERIC Full Text Provided by ERIC

Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.97	4.43	0.55	2.71
19. Female students are offered chances to consider careers in math and science fields.	5.00	4.83	0.17	0.85
20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be.	4.92	3.75	1.17	5.76
21. Female and minority students are provided with positive role models in many varying careers.	5.00	4.08	0.92	4.60
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	5.00	4.62	0.38	1.90
23. Math and science teachers encourage attendance and participation by female students in their classes.	5.00	4.83	0.17	0.85
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4•92	4.46	0.46	2.26
IV. EDUCATIONAL PROGRAMS - SECONDARY	*	*****		
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.				*****
26. Learning goals and objectives are clearly defined.		with 6100		
27. Secondary students benefit from spending a half day with their same age peers.				*******
28. The public is satisfied with achievement at the Center for the Arts and Sciences.				amphas

^{* = &}quot;--" indicates that the function or question was not asked of this particular respondent group.



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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
29.	The courses of instruction are modified frequently to keep them current.				_
30.	The course work illustrates the inter- relatedness of the various disciplines.				
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.				-
32.	Many of the courses provide "hands on" experience.				-
33.	Special attention is focused on building good continuity across grade levels and programs.				-
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.				_
35.	Collaborative curriculum planning and decision making are typical.			***	
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.				-
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.				
38.	Information on drug education at the Center is offered at the appropriate level.				
	Student achievement levels assist in future curricular planning.				-
	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.				



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.				
42.	The course work helps to develop students' skills in research methods.				
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.				
٧.	EDUCATIONAL PROGRAMS - ELEMENTARY	4.82	4.44	0.38	1.83
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.85	4.38	0.47	2.28
45.	Learning goals and objectives are clearly defined.	4.77	3.77	1.00	4.77
46.	Standards for learning are both challenging and attainable.	4.77	4.38	0.39	.1.86
47.	Students are challenged at the elementary level by attending Handley.	4.92	4.92	0.00	0.00
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.	4.75	4.33	0.42	2.00
49.	Handley does a good job preparing students for their next level of education.	5.00	5.00	0.00	0.00
50.	Elementary homework is regularly assigned and checked.	4.69	4.33	0.36	1.69
51.	Children have opportunities to write.	4.92	4.77	0.15	0.74
52.	A special effort is made at Handley to challenge more able elementary students.	5.00	4.92	0.08	0.40



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.	4.85	4.38	0.47	2.28
54.	Handley does a good job of teaching reading, writing, and arithmetic.	4.92	4.38	0.54	2.66
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	5.00	4.58	0.42	2.10
56.	Handley's curriculum is congruent with the regular elementary curriculum.	4.46	4.42	0.04	0.18
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.69	4.08	0.61	2.86
58.	Given the resources available, the public is satisfied with academic achievement at Handley.	4.77	4.46	0.31	1.48
59.	Many of the courses provide "hands on" experience.	4.85	4.23	0.62	3.01
60.	Co-curricular activities are available for students who wish to participate in them.	4.92	4.82	0.10	0.49
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.67	4.00	0.67	3.13
62.	Information on drug education at Handley is offered at the appropriate level.	4.75	4.00	0.75	3.56
63.	Student achievement levels determine future academic planning.	4.83	4.27	0.56	2.70
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.92	4.92	0.00	0.00



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.86	4.38	0.48	2.33
65.	Students have opportunities to practice leadership skills.	4.92	4.38	0.54	2.66
66.	The program teaches students problem solving techniques.	4.92	4.62	0.30	1.48
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.85	4.46	0.39	1.89
68.	Students are encouraged and assisted in developing career plans.	4.75	3.82	0.93	4.42
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.91	4.40	0.51	2.50
70.	Helping the student to explore career possibilities is an important part of the school program.	4.58	3.50	1.08	4.95
71.	Students are expected to complete their work and meet recognized standards of quality.	4.92	4.42	0.50	2.46
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.92	4.54	0.38	1.87
73.	Students are encouraged to be independent thinkers.	4.92	4.46	0.46	2.26
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.92	4.58	0.34	1.67
75.	Students are encouraged to be concerned for other people and their personal property.	4.92	4.15	0.77	3.79
76.	The program provides students with exposure to a variety of fields of study.	4.92	4.42	0.50	2.45



Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.85	4.46	0.39	1.89
78. The program encourages students to establish and pursue challenging goals.	4.85	4.62	0.23	1.12
79. The program fosters the development of logical and convergent thinking in the students.	4.83	4.58	0.25	1.21
80. The gifted and talented program encourages the development of problem so! ing through complex and abstract thinking in the students.	4.83	4.83	0.00	0.00
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.83	4.25	0.58	2.80
VII. CLASSROOM MANAGEMENT	4.92	4.44	0.48	2.34
82. Parents are notified of discipline problems.	4.92	4.58	0.34	1.67
83. Administrators support teachers in student discipline matters.	5.00	.92	0.08	0.40
84. The Center and Handley have good discipline.	5.00	3.92	1.08	5.40
85. Teachers motivate students by using rewards rather than punishments.	4.92	4.18	0.74	3.64
86. Students are aware of classroom rules.	4.92	4.91	0.01	0.05
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.83	4.58	0.25	1.21
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.83	4.00	0.83	4.01



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII	• TEACHER VALUES AND APPROACHES	4.79	4.26	0.53	2.52
89.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.75	4.09	0.66	3.14
90:	Teachers set and maintain a brisk instructional pace.	4.75	4.73	0.02	0.10
91.	Teachers communicate effectively.	4.83	4.33	0.50	2.41
92.	Teachers explain and demonstrate rather than just assign seat work.	4.83	4.25	0.58	2.80
93.	Teachers emphasize active student participation in their classes.	4.83	4.50	0.33	1.59
94.	Teachers teach at the correct level of difficulty to promote student learning.	4.83	4.33	0.50	2.41
95.	Teachers work on accomplishing the instructional goals and objectives with students.	4.83	4.58	0.25	1.21
96.	I_achers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.91	4.45	0.46	2.26
97.	Learning tasks are matched to lesson content so student success rate is high.	4.83	4.17	0.66	3.19
98.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.67	4.08	0.59	2.76
99.	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.83	4.33	0.50	2.41
00.	Feedback to students is tied to learning objectives.	4.83	4.42	0.41	1.98
.01.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.83	4.17	0.66	3.19



				Need	Priority
	Questions by Function	Desired	Actual	Index	Need Index
102.	Classroom routines are smooth and efficient.	4.75	4.08	0.67	3.18
103.	Teachers have assignments or activities ready when students arrive.	4.83	4.42	0.41	1.98
104.	Very little time is spent on non- learning activities.	4.92	4.25	0.67	3.30
105.	Teachers know curriculum policies and priorities.	5.00	4.50	0.50	2.50
106.	Teachers are responsive to the student's point of view.	4.58	4.25	0.33	1.51
107.	Teacher's are competent in student counseling services.	4 . 58	3.18	1.40	6.41
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.	4.58	4.17	0.41	1.88
IX.	STAFF DEVELOPMENT	4.80	3.90	0.90	4.30
109.	Within the program, emphasis is given to staff development and teacher skill building.	4.75	4•58	0.17	0.81
110.	Staff development programs are effectively coordinated.	4.83	4.17	0.66	3.19
111.	The gifted and talented program has an effective inservice training program for improving teaching skills.	4.83	3.83	1.00	4.83
112.	The inservices provide valuable teaching tools or information.	4.83	3.92	0.91	4.40
113.	Content in staff development sessions addresses instructional issues and priorities.	4.83	. 3.92	0.91	4.40
114.	Staff development and training are supported with time and other necessary resources.	4.75	3.67	1.08	5.13



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consultants and to the most recent advances within each area.	4.83	3.42	1.41	6.81
116.	Administrators are involved in some type of professional development program.	4.75	3.80	0.95	4.51 .
117.	The administration supports careers enhancement possibilities for the staff members.	4.75	3.83	0.92	4.37
118.	Teaching excellence in the program is recognized.	4.92	4.00	0.92	4.53
119.	Staff development learning goals and objectives are developed by teachers.	4.83	3.92	0.91	4.40
1 20.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.67	3.75	0.92	4.30
х.	PARENTAL INVOLVEMENT AND COMMITMENT	4.77	4.07	0.70	3.36
121•	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.83	4.17	0.66	3.19
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.83	4.25	0.58	2.80
23.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.67	4.00	0.67	3.13
. 24•	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.75	4.25	0.50	2.38



	Questions by Function	Desired	Actual	Need Index	Priority _. Need Index
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	4.67	3.75	0.92	4.30
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	4.67	3.73	0.94	4.39
127.	Parents of gifted and talented students support the program.	4.83	4.58	0.25	1.21
128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.91	3.33	1.58	7.76
129.	Teachers encourage parents to keep track of student progress.	4.83	4.33	0.50	2.41
130.	Most parents are aware of the gifted and talented program goals.	4.83	4.09	0.74	3 . 57
131.	Encouraging parental involvement is an integral part of the program's plans.	4.67	4.27	0.40	1.87
XI.	AUXILIARY SUPPORT AND STAFF	4.85	2.93	1.92	9.32
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	5.00	1.08	3.92	19.60
133.	The gifted and talenced program's guidance program helps students acquire an understanding of vocational trends.	5.00	1.73	3.27	16.35
134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.50	3.00	1.50	6.75
135.	The guidance program helps students to realize the connection between their course work and their career goals.	4.58	1.89	2.69	12.32
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.92	3.67	1.25	6.15



Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.83	3.58	1.25	6.04
138. Materials found in the library are appropriate to the students served.	4.92	3.67	1.25	6.15
139. Audio visual materials are available for classroom use.	4.92	3.50	1.42	6.99
140. Adequate time in the library is provided to students to select materials.	4.92	3.92	1.00	4.92
141. The library collection adequately serves the needs of staff and students.	4.92	3.25	1.67	8.22
XII. LEADERSHIP BY PRINCIPAL	4.76	4.15	0.61	2.91
142. The principals at the Center and at Handley believe that all students can learn.	4.92	4.83	0.09	0.44
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	4.92	4.83	0.09	0.44
144. The principals are the instructional leaders.	4.75	4.75	0.50	2.38
145. The principals make frequent classroom observations to monitor instruction.	4.75	3.17	1.58	7.51
146. The principals initiate organized and systematic improvement procedures.	4.50	3.83	0.67	3.02
147. The principals promote methods that are known to create effective schools.	4.67	4.17	0.50	2.34
148. The principals carefully monitor new practices.	4.58	3.56	1.02	4.67
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.83	3.83	1.00	4.83



Questions by Function	Desired	Actual	Need Index	Priority Need Index
150. The principals actively encourage comprehensive programs including multiplemethods of identification, staff development, program evaluation and revision, and support system such as counseling.	4.75	4.08	0.67	3.18
151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.67	3.83	0.84	3.92
152. The principals are active partners in long- and short-range planning.	4.75	4.42	0.33	1.57
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.92	4.67	0.25	1.23
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.83	4.42	0.41	1.98
XIII. COMMUNICATIONS/PUBLIC RELATIONS	4.90	4.37	0.53	2.62
155. The gifted and talented program conducts business in a manner that inspires public confidence.	4.83	4.25	0.58	2.80
156. The program administration provides the general public with accurate reports on its performance.	4.83	3.83	1.00	4.83
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	. 4.83	4.50	0.33	1.59
58. Parents are told about student successes.	4.92	4.67	0.25	1.23
59. The principals work to gain community support for the gifted and talented program.	4.92	4.17	0.75	3.69

	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
160.	The principals provide the community with information about the effectiveness of the program.	4.83	3.83	1.00	4.83
. 161.	Achievement results are shared with parents.	4.92	4.83	0.09	0.44
162.	Achievement results are shared with students.	5.00	4.42	0.58	2.90
163.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	5.00	4.58	0.42	2.10
164•	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.92	4.58	0.34	1.67

APPENDIX G

ELEMENTARY PARENTS (EP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Auxiliary Support and Staff	1	4.67	3.76	0.91	4.24
Identification of Gifted/Talented Students	2	4.55	3.63	0.92	4.20
General Administration	3.5	4.63	3.85	0.78	3.63
Parental Involvement and Commitment	3.5	4.79	4.03	0.76	3.63
Personal Development of the Student	5	4.74	4.13	0.61	2.88
Communications/Public Relations	6	4.78	4.21	0.57	2.73
Educational ProgramsElementary	7	4.72	4.25	0.47	2.20
Classroom Management	8	4.86	4.44	0.42	2.05
Culturally Deprived Students	9	4.63	4.22	0.41	1.88
Leadership by Principal	10	4.79	4.41	0.38	1.81



APPENDIX H

ELEMENTARY PARENTS (EP) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
					
I. GE	NERAL ADMINISTRATION	4.63	3.85	0.78	3.68
	nning is a continuous process the gifted and talented program.	4.85	4.10	0.75	3.64
allo	program's budget allows for ocation of resources to achieve n priority objectives.	4.62	3.11	1.51	6.98
	earch findings are used in planning improving educational programs.	4.43	3.71	0.72	3.19
acco reși	tructional program evaluation is omplished by comparing actual ults with the goals and objectives the program.	4.48	3.86	0.62 .	2.78
peri note	gram improvement efforts are codically reviewed; progress is ed and the improvement focus is ewed and redirected.	4 . 63	3.68	0.95	4.40
dano	results, grade reports, atten- e records and other methods are d to spot potential problems.	4.61	4.09	0.52	2.40
and	ents are well served by a gifted talented program situated in one ation.	4.52	4.33	0.19	0.86
	school buildings provide a safe ronment for staff and students.	4.86	3.96	0.90	4.37
for eval	essment results are used by teachers instructional diagnosis and to uate their own teaching methods and k student progress.	4.60	3.82	0.78	3.59
tale	major goals of the gifted and nted program are set with respect he students needs.	4.72	3.83	0.89	4.20



139

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مستورة	Questions by Function	Desired	Actual	Need Index	Priority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.55	3.63	0.92	4.20
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.77	4.36	0.41	1.96
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	4.74	3.74	1.00	4.74
13.	Identification occurs as early in the students' lives as is possible.	4.60	3.72	0.88	4.05
14.	The identification process includes measures of student motivation, interests, and maturity.	4.57	3.76	0.81	3.70
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	4.12	3.80	0.32	1.32
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.71	2.98	1.73	8.15
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.52	3.46	1.05	4.79
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.40	3.23	1.17	5.15



				
Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.63	4.22	0.41	1.88
19. Female students are offered chances to consider careers in math and science fields.	4.69	4.37	0.32	1.50
20. Students are counseled toward all careers in which they have an interest, regard- less of how disproportionate in minority representatives a career might be.	4.58	4.07	0.51	2.34
21. Female and minority students are provided with positive role models in many varying careers.		3.81	0.71	3.21
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.71	4.37	0.34	1.60
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.71	4.53	0.18	0.85
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4.56	4.18	0.38	1.73
IV. EDUCATIONAL PROGRAMS - SECONDARY	*			
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.				
26. Learning goals and objectives are clearly defined.				
27. Secondary students benefit from spending a half day with their same age peers.		and are		
28. The public is satisfied with achievement at the Center for the Arts and Sciences.				******

^{* = &}quot;--" indicates that the function or question was not asked of this particular respondent group.



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******	Questions by Function	Desired	Actual	Need Index	Priority Need Index
29.	The courses of instruction are modified frequently to keep them current.				
30.	The course work illustrates the inter- relatedness of the various disciplines.				_
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.				
32.	Many of the courses provide "hands on" experience.				
33.	Special attention is focused on building good continuity across grade levels and .programs.				
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.				
35.	Collaborative curriculum planning and decision making are typical.				
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.				~
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.				_
38.	Information on drug education at the Center is offered at the appropriate level.				_
39.	Student achievement levels assist in future curricular planning.				-
40.	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.			guel filia	_
		 			



	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.				
42.	The course work helps to develop students' skills in research methods.				
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.				
٧.	EDUCATIONAL PROGRAMS - ELEMENTARY	4.72	4.25	0.47	2.20
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.	4.67	4.01	0.66	3.08
45.	Learning goals and objectives are clearly defined.	4.75	3.98	0.77	3.60
46.	Standards for learning are both chal- lenging and attainable.	4.90	4.30	0.60	2.94
47.	Students are challenged at the elemen- tary level by attending Handley.	4.82	4.57	0.25	1.20
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.	4.68	4.48	0.20	0.94
49.	Handley does a good job preparing students for their next level of education.	4.91	4.62	0.29	1.42
50.	Elementary homework is regularly assigned and checked.	4.51	4.44	0.07	0.32
51.	Children have opportunities to write.	4.85	4.58	0.27	1.31
52.	A special effort is made at Handley to challenge more able elementary students.	4.83	4.34	0.49	2.37



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.	4.79	4.32	0.47	2.25
54.	Handley does a good job of teaching reading, writing, and arithmetic.	4.93	4.52	0.41	2.02
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.	4.78	4.04	0.74	3.54
56.	Handley's curriculum is congruent with the regular elementary curriculum.	4.11	3.92	0.19	0.78
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.	4.72	4.28	0.44	2.08
58.	Given the resources available, the public is satisfied with academic achievement at Handley.	4.78	4.35	0.43	2.06
59.	Many of the courses provide "hands on" experience.	4.71	4.39	0.32	1.51
60.	Co-curricular activities are available for students who wish to participate in them.	4.70	4.30	0.40	1.88
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).	4.49	3.61	0.88	3.95
62.	Information on drug education at Handley is offered at the appropriate level.	4.73	3.80	0.93	4.40
63.	Student achievement levels determine future academic planning.	4.53	3.94	0.59	2.67
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.	4.85	4.46	0.39	1.89

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.74	4.13	0.61	2.88
65.	Students have opportunities to practice leadership skills.	4.65	4.08	0.57	2.65
66.	The program teaches students problem solving techniques.	4.85	4.23	0.62	3.01
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.66	4.07	0.59	2.75
68.	Students are encouraged and assisted in developing career plans.	4.38	3.57	0.81	3.55
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.58	4.11	0.47	2.15
70.	Helping the student to explore career possibilities is an important part of the school program.	4.39	3.69	0.70	3.07
71.	Students are expected to complete their work and meet recognized standards of quality.	4.85	4.57	0.28	1.36
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.88	4.43	0.45	2.20
73.	Students are encouraged to be independent thinkers.	4.85	4.46	0.39	1.89
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.89	4.38	0.51	2.49
	Students are encouraged to be concerned for other people and their personal property.	4.91	3.84	1.07	5.25
	The program provides students with exposure to a sariety of fields of study.	4.73	4.23	0.48	^ . 7

	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
77.	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.76	4.05	0.71	3.38
78.	The program encourages students to estab- lish and pursue challenging goals.	4.70	4.11	0.59	2.77
79.	The program fosters the development of logical and convergent thinking in the students.	4.78	4.23	0.55	2.63
80.	The gifted and talented program encour ges the development of problem solving through complex and abstract thinking in the students.	4.80	4.05	0.75	3.60
81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.84	4.03	0.81	3.92
VII	- CLASSROOM MANAGEMENT	4.86	4.44	0.42	2.05
82.	Parents are notified of discipline problems.	4.91	4.52	0.39	1.91
83.	Administrators support teachers in student discipline matters.	4.86	4.55	0.31	1.51
84.	The Center and Handley have good discipline.	4.94	4.19	0.75	3.71
85.	Teachers motivate students by using rewards rather than punishments.	4.75	4.37	0.38	1.81
86.	Students are aware of classroom rules.	4.97	4.84	0.13	0.65
87.	A secure, attractive environment is provided where the emphasis is on achievement.	4.80	4.36	0.44	2.11
88.	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.78	4.22	0.56	2.68



Questions by Function	Desired	Actual	Need · Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	*****			•
89. Program teachers focus student attention on lesson objectives by stating them . plainly and referring to them frequently.				
90. Teachers set and maintain a brisk instructional pace.				
91. Teachers communicate effectively.				_
92. Teachers explain and demonstrate rather than just assign seat work.		*******		
93. Teachers emphasize active student participation in their classes.				•
94. Teachers teach at the correct level of difficulty to promote student learning.				Austra
95. Teachers work on accomplishing the instructional goals and objectives with students.				
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.				_
97. Learning tasks are matched to lesson content so student success rate is high.				
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.				
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.				_
100. Feedback to students is tied to learning objectives.				-
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.				-



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				Need	Priority
	Questions by Function	Desired	Actual	Index	Need Index
102.	Classroom routines are smooth and efficient.			anaga k Mah	
103.	Teachers have assignments or activities ready when students arrive.				
104.	Very little time is spent on non- learning activities.				
105.	Teachers know curriculum policies and priorities.				
106.	Teachers are responsive to the student's point of view.				_
107.	Teachers are competent in student counseling services.				
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.				. –
IX.	STAFF DEVELOPMENT				
109.	Within the program, emphasis is given to staff development and teacher skill building.				
110.	Staff development programs are effectively coordinated.				
111.	The gifted and talented program has an effective inservice training program for improving teaching skills.				
112.	The inservices provide valuable teaching tools or information.				
113.	Content in staff development sessions addresses instructional issues and priorities.				
114.	Staff development and training are supported with time and other necessary resources.				



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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consultants and to the most recent advances within each area.				-
116.	Administrators are involved in some type of professional development program.				_
117.	The administration supports careers enhancement possibilities for the staff members.				
118.	Teaching excellence in the program is recognized.				
119.	Staff development learning goals and objectives are developed by teachers.				
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.				
X.	PARENTAL INVOLVEMENT AND COMMITMENT	4.79	4.03	0.76	3.63
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.75	4.03	0.72	3.42
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.83	4.37	0.46	2.22
123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.80,	3.95	0.85	4.08
124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.73	3.93	0.80	3.78

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149

APPENDIX F

	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	4.78	4.03	0.75	3.59
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	4.67	3.80	0.87	4.06
127.	Parents of gifted and talented students support the program.	4.90	4.38	0.52	2.55
128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.80	3.87	0.93	4.46
129.	Teachers encourage parents to keep track of student progress.	4.85	4.16	0.69	3.35
130.	Most parents are aware of the gifted and talented program goals.	4.82	3.81	1.01	4.87
131.	Encouraging parental involvement is an integral part of the program's plans.	4.72	3.97	0.75	3.54
XI.	AUXILIARY SUPPORT AND STAFF	4.67	3.76	0.91	4.24
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.73	3.12	1.61	7.62
133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.55	3.23	1.32	6.01
134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.38	3.59	0.79	3.46
135.	The guidance program helps students to realize the connection between their course work and their career goals.	4.46	3.48	0.98	4.37
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.74	4.12	0.62	2.94



Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.79	4.12	0.67	3.21
138. Materials found in the library are appropriate to the students served.	4.80	3.96	0.84	4.03
139. Audio visual materials are available for classroom use.	4.71	4.27	0.44	2.07
140. Adequate time in the library is provided to students to select materials.	4.71	4.06	0.65	3.06
141. The library collection adequately serves the needs of staff and students.	4.80	3.63	1.17	5.62
XII. LEADERSHIP BY PRINCIPAL	4.79	4.41	0.38	1.81
142. The principals at the Center and at Handley believe that all students can learn.	4.91	4.76	0.15	0.74
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.	4.93	4.71	0.22	1.08
144. The principals are the instructional leaders.	4.66	4.43	0.23	1.07
45. The principals make frequent classroom observations to monitor instruction.	4.70	4.07	0.63	2.96
46. The principals initiate organized and systematic improvement procedures.	4.76	4.26	0.50	2.38
.47. The principals promote methods that are known to create effective schools.	4.82	4.45	0.37	1.78
48. The principals carefully monitor new practices.	4.85	4.39	0.46	2.23
49. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	4.71	4.44	0.27	1.27



	Questions by Function	Desired	Áctual	Need Index	Priority Need Index
150.	The principals actively encourage com- prehensive programs including multiple- methods of identification, staff develop- ment, program evaluation and revision, and support system such as counseling.	4.76	4.27	0.49	2.33
151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.76	4.37	0.39	1.86
152.	The principals are active partners in long- and short-range planning.	4.80	4.44	0°36	1.73
153.	The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.83	4.43	0.40	1.93
154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.80	4.37	0.43	2.06
XIII	· COMMUNICATIONS/PUBLIC RELATIONS	4.78	4.21	0.57	2.73
155.	The gifted and talented program conducts business in a manner that inspires public confidence.	4.77	4.13	0.64	3.05
156.	The program administration provides the general public with accurate reports on its performance.	4.72	3.86	0.86	4.06
157.	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	4.83	4.22	0.61	2.95
158.	Parents are told about student successes.	4.85	4.33	0.52	2.52
159.	The principals work to gain community support for the gifted and talented program.	4.76	4.35	0.41	1.95



	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
160.	The principals provide the community with information about the effectiveness of the program.	4.66	3.94	0.72	3.36
161.	Achievement results are shared with parents.	4.84	4.49	0.35	1.69
162.	Achievement results are shared with students.	4.75	4.36	0.39	1.85
163.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.89	4.19	0.70	3.42
154.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.78	4.27	0.51	2.44



153

APPENDIX I

SECONDARY PROFESSIONAL STAFF (SPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Identification of Gifted/Talented Students	1.5	4.80	3.32	1.48	7.09
Parental Involvement and Commitment	1.5	4.83	3.36	1.47	7.09
Staff Development	3	4.80	3.80	1.01	4.84
Educational ProgramsSecondary	4	4.69	3.74	0.95	4.46
Communications/Public Relations	5	4.97	4.12	0.85	4.23
Auxiliary Support and Staff	6	4.86	4.02	0.84	4.09
General Administration	7	4.75	3.91	0.84	3.97
Culturally Deprived Students	8	4.86	4.19	0.67	3.25
Personal Development of the Student	9	4.83	4.22	0.61	2.94
Classroom Management	10	4.81	4.22	0.59	2.86
Teacher Values and Approaches	11	4.80	4.21	0.58	2.80
Leadership by Principal	12	4.81	4.27	0.54	2.59



SECONDARY PROFESSIONAL STAFF (SPS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
ı.	GENERAL, ADMINISTRATION	4.75	3.91	0.84	3.97
1.	Planning is a continuous process in the gifted and talented program.	5.00	4.00	1.00	5.00
2.	The program's budget allows for allocation of resources to achieve high priority objectives.	4.94	4.31	0.63	3.11
3.	Research findings are used in planning and improving educational programs.	4.63	3.13	1.50	6.95
4.	Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.44	3.60	0.84	3.73
5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.63	3.56	1.07	4.95
6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.	4•50	4.20	0.30	1.35
7.	Students are well served by a gifted and talented program situated in one location.	4.94	4.19	0.75	3.71
8.	The school buildings provide a safe environment for staff and students.	5.00	4.50	0.50	2.50
9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.53	3.57	0.96	4.35
10.	The major goals of the gifted and talented program are set with respect to the students needs.	4.88	4.06	0.82	4.00



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.80	3.32	1.48	7.09
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	5.00	4.53	0.47	2.35
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	4.88	3.60	1.28	6.25
13.	Identification occurs as early in the students' lives as is possible.	4.63	3.58	1.05	4.86
14.	The identification process includes measures of student motivation, interests, and maturity.	4.88	3.27	1.61	7.86
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	4.63	3.33	1.30	6.02
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.63	2.00	2.63	12.18
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.94	3.00	1.94	9.58
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.81	3.27	1.54	7.41



Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.86	4.19	0.67	3.25
19. Female students are offered chances to consider careers in math and science fields.	5.00	4.71	0.29	1.45
20. Students are counseled toward all careers in which they have an interest, regard-less of how disproportionate in minority representatives a career might be.	4.88	3.67	1.21	5.90
21. Female and minority students are provided with positive role models in many varying careers.	4.75	3.50	1.25	5.94
22. Teachers treat minority and female stu- dents with regard to their aptitudes and abilities, not with regard to stareotyped images.	5.00	4.64	0.36	1.80
23. Math and science teachers encourage attendance and participation by female students in their classes.	4.88	4.73	0.15	0.73
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4.63	3.87	0.76	3.52
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.69	3.74	0.95	4.46
25. A value system emphasizing achievement is shared by the gifted and Calented staff, students, and parents/community.	4.81	3.56	1.25	6.01
26. Learning goals and objectives are clearly defined.	4.63	3.75	0.88	4.07
27. Secondary students benefit from spending a half day with their same age peers.	4.00	4.27	- 0.27	- 1.08
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.94	3.43	1.51	7.46



	Questions by Function	Desired		Need Index	Priority
		Desired	————		Need Index
29.	The courses of instruction are modified frequently to keep them current.	4.81	4.20	0.61	2.93
30.	The course work illustrates the inter- relatedness of the various disciplines.	4.88	3.75	1.13	5.51
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.56	3.19	1.37	6.25
32.	Many of the courses provide "hands on" experience.	4.88	4,50	0.38	1.85
33.	Special attention is focused on building good continuity across grade levels and programs.	4.88	3.75	1.13	5.51
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.60	2.31	2:29	10.53
35.	Collaborative curriculum planning and decision making are typical.	4.53	3.21	1.32	5.98
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.67	4.53	0.14	0.65
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.15	2.82	1.33	5•52
38.	Information on drug education at the Center is offered at the appropriate level.	4.53	3.46	1.07	4.85
39.	Student achievement levels assist in future curricular planning.	4.93	4.07	0.86	4.24
40.	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.60	3.79	0.81	3.73



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	5.00	4.27	0.73	3.65
42.	The course work helps to develop students' skills in research methods.	4.87	3.93	0.94	4.58
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.93	4.36	0.57	2.81
٧.	EDUCATIONAL PROGRAMS - ELEMENTARY	*	_		
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.				
45.	Learning goals and objectives are clearly defined.			****	
46.	Standards for learning are both chal- lenging and attainable.				-
47.	Students are challenged at the elementary level by attending Handley.				
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.				
49.	Handley does a good job preparing students for their next level of education.		• •		_
50.	Elementary homework is regularly assigned and checked.				_
51.	Children have opporturaties to write.				- .
52.	A special effort is made at Handley to challenge more able elementary students.		****		****

^{* = &}quot;--" indicates that the function or question was not asked of this particular respondent group.



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.				
54.	Handley does a good job of teaching reading, writing, and arithmetic.				
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.				
56.	Handley's curriculum is congruent with the regular elementary curriculum.			aug 1400	
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.				
58.	Given the resources available, the public is satisfied with academic achievement at Handley.				
59.	Many of the courses provide "hands on" experience.				
60.	Co-curricular activities are available for students who wish to participate in them.		-		
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).				
62.	Information on drug education at Handley is offered at the appropriate level.				
63.	Student achievement levels determine future academic planning.				***
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.				



	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.83	4.22	0.61	2.94
65.	Students have opportunities to practice leadership skills.	4.87	4.00	0.87	4.24
66.	The program teaches students problem solving techniques.	4.87	4.20	0.67	3.26
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.80	4.13	0.67	3.22
68.	Students are encouraged and assisted in developing career plans.	4.67	4.07	0.60	2.80
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.87	4.53	0.34	1.66
70.	Helping the student to explore career possibilities is an important part of the school program.	4.80	4.47	0.33	3.07
71.	Students are expected to complete their work and meet recognized standards of quality.	4.80	4.40	0.40	1.36
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.93	4•33	0.60	2.20
73.	Students are encouraged to be independent thinkers.	5.00	4.47	0.53	1.89
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.93	4.53	0.40	2.49
75 .	Students are encouraged to be concerned for other people and their personal property.	5.00	4.13	0.87	5.25
76.	The program provides students with exposure to a variety of fields of study.	4.53	4.20	0.33	2.27

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs		4.33	0.54	2.63
78. The program encourages students to establish and pursue challenging goals.	4.87	4.20	0.67	3.26
79. The program fosters the development of logical and convergent thinking in the students.	4.73	4.20	0.53	2.51
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.73	3.87	0.86	4.07
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.87	3.73	1.14	5•55
VII. CLASSROOM MANAGEMENT	4.81	4.22	0.59	2.86
82. Parents are notified of discipline problems.	4.67	4.21	0.46	2.15
83. Administrators support teachers in student discipline matters.	4.80	4.60	0.20	0.96
84. The Center and Handley have good discipline.	4.93	4.14	0.79	3.89
85. Teachers motivate students by using rewards rather than punishments.	4.57	3.77	0.80	3.66
86. Students are aware of classroom rules.	4.93	4.33	0.60	2.96
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.93	4.36	0.57	2.81
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.87	4.13	0.74	3.60
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Questions by Function	Desired	Actual	Need Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES	4.80	4.21	0.58	2.80
39. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.60	4,07	0.53	2.44
90. Teachers set and maintain a brisk instructional pace.	4.47	4.07	0.40	1.79
91. Teachers communicate effectively.	4.93	4.00	0.93	4.58
92. Teachers explain and demonstrate rather than just assign seat work.	5•00	4.87	0.13	0.65
93. Teachers emphasize active student participation in their classes.	5.00	4.67	0.33	1.65
94. Teachers teach at the correct level of difficulty to promote student learning.	5.00	4.50	0.50	2.50
95. Teachers work on accomplishing the instructional goals and objectives with students.	4.87	4.57	0.30	1.46
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.93	4.33	0.60	2.96
97. Learning tasks are matched to lesson content so student success rate is high.	4.79	4.21	0.58	2.78
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.71	4.00	0.71	3.34
99. Feedback from instructional observations emphasizes improving irstruction and boosting student achievement.	4.86	4.07	0.79	3.84
lu Feedback to students is tied to learning objectives.	4.71	4.14	0.57	2.68
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.73	4.20	0.53	2.51



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
102.	Classroom routines are smooth and efficient.	4.73	3.93	0.80	3.78
103.	Teachers have assignments or activities ready when students arrive.	4.93	4.33	0.60	2.96
104.	Very little time is spent on non- learning activities.	4.86	4.36	0.50	2.43
105.	Teachers know curriculum policies and priorities.	4.93	4.14	0.79	3.89
106.	Teachers are responsive to the student's point of view.	4.87	4.33	0.54	2.63
107.	Teachers are competent in student counseling services.	4.40	3.60	0.80	3.52
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.	4.60	3.86	0.74	3.40
IX.	STAFF DEVELOPMENT	4.80	3.80	1.00	4.84
109.	Within the program, emphasis is given to staff development and teacher skill building.	4.73	4.07	0.66	3.12
110.	Staff development programs are effectively coordinated.	4.87	4.14	0.73	3.56
lil.	The gifted and talented program has an effective inservice training program tor improving teaching skills.	4.87	3.67	1.20	5.84
112.	The inservices provide valuable teaching cools or information.	4.80	4.00	G.80	3.84
113.	Content in staff levelopment sessions addresses instructional issues and priorities.	4.87	3.47	1.40	6.82
114.	Staff development and training are supported with time and other necessary resources.	4.87	3.93	0.94	4.58



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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consultants and to the most recent advances within each area.	4.87	4.00	0.87	4.24
116.	Administrators are involved in some type of professional development program.	4.73	4.17	0.56	2.65
117.	The administration st; orts careers enhancement possibilities for the staff members.	4.80	3.87	0.93	4.46
118.	Teaching excellence in the program is recognized.	4.73	3.73	1.00	4.73
119.	Staff development learning goals and objectives are developed by teachers.	4.71	3.64	1.07	5.04
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	4.80	2.86	1.94	9.31
Х.	PARENTAL INVOLVEMENT AND COMMITMENT	4.83	3.36	1.47	7.09
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.80	3.20	1.60	7.68
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.87	3.64	1.23	5•99
123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.47	2.92	1.55	6.93
124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.87	3.64	1.23 .	5 . 99



	Questions by Function	Desired	Actual	Ne ed Ináex	Priority Need Index
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	4.80	3.17	1.63	7.82
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	4.80	2.92	1.88	9.02
127.	Parents of gifted and talented students support the program.	5.00	3.67	1.33	6.65
128.	Tarents who supported their children's involvement in the Center at the junio-high level also support it as strongly at the senior high level.	5.00	3.25	1.75	8.75
129.	Teachers encourage parents to keep track of student progress.	4.80	3.93	0.87	4.18
130.	Most parents are aware of the gifted and talented program goals.	4.80	3.15	1.65	7,92
131.	Encouraging parental involvement is an integral part of the program's plans.	4.87	3.43	1.44	7.01
XI.	AUXILIARY SUPPORT AND STAFF	4.86	4.02	0.84	4.09
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.87	4.00	0.87	4.24
133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.60	3.15	1.45	6.67
134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.87	3.80	1.07	5.21
	The guidance program helps students to realize the connection between their course worb and their career goals.	4.80	3.15	1.65	7.92
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.93	4.60	0.33	1.63



Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the builds staff up-to-date regarding available materials.	ing 4.87	4.87	0.00	0.00
136. Materials found in the library are appropriate to the students served.	4.93	4.36	0.57	2.81
139. Audio visual materials are available for classroom use.	4.87	4.33	0.54	2.63
140. Adequate time in the library is provi to students to select materials.	.ded 4.93	4.20	0.73	3.60
141. The library collection adequately ser the needs of staff and students.	rves 4.93	3.73	1.20	5.92
XII. LEADERSHIP BY PRINCIPAL	4.81	4.27	0.54	2.59
142. The principals at the Center and at Handley believe that all students can learn.	5.00	4.86	0.14	0.70
143. The principals have a clear understan of the program's goals and are able t clearly articulate them.	ding 4.93	4.60	0.33	1.63
144. The principals are the instructional leaders.	4.60	4.33	0.27	1.24
145. The principals make frequent classroom observations to monitor instruction.	m 4.60	3.87	0.73	3.36
146. The principals initiate organized and systematic improvement procedures.	4.67	4.33	0.34	1.59
147. The principals promote methods that are known to create effective schools	. 4.87	4.40	0.47	2.29
148. The principals carefully monitor new practices.	4.60	4.00	0.60	2.76
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	e 4.93	4.00	0.93	4.58



-	Questions by Function	Desired	Actual	Need Index	Priority Need Index
150.	The principals actively encourage com- prehensive programs including multiple- methods of identification, staff develop- ment, program evaluation and revision, and support system such as counseling.	4.93	4.33	0.60	2.96
151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.73	4.07	0.66	3.12
152.	The principals are active partners in long- and short-range planning.	4.73	4.47	0.26	1.23
153.	The principals provide an encouraging climate for innovation and exploration by teachers and students.	5.00	4.13	0.87	4.35
154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.93	4.14	0.79	3.89
XIIX.	. COMMUNICATIONS/PUBLIC RELATIONS	4.97	4.12	0,85	4.23
155.	The gifted and talented program conducts business in a manner that inspires public confidence.	5.00	4.13	0.87	4.35
156.	The program administration provides the general public with accurate reports on its performance.	5.00	3,43	1.07	5.35
	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.	5.00	4.29	0.71	3.55
158	Parents are told about student successes.	4.93	4.21	0.72	3.55
;	The principals work to gain community support for the gifted and talented program.	5.00	4.20	0.80	4.00



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
160.	The principals provide the community with information about the effectiveness of the program.	5.00	4.00	1.00	5.00
161.	Achievement results are shared with parents.	5.00	4.00	1.00	5.00
162.	Achievement results are shared with students.	4.93	4.13	0.80	3.94
163.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.93	4.13	0.80	3.94
164.	The principals serve as a communication link tetween the Board, the parents, and the community concerning the program.	4.93	4.20	0.73	3.60



APPENDIX K

SECONDARY PARENTS (SP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need Index	Priority Need Index
Leadership by Principal .	1	4.17	2.16	2.01	8.37
Parental Involvement and Commitment	2	4.67	3.46	1.21	5.65
Auxiliary Support and Staff	3	4.67	3.53	1.15	5.36
Communications/Public Relations	4	4.38	3.22	1.17	5.12
Identification of Gifted/Talented Students	5	4.41	3.51	0.90	3.97
General Administration	6	4.61	3.75	0.86	3.95
Educational ProgramsSecondary	7	4.59	3.77	0.81	3.72
Personal Development of the Student	8	4.74	4.07	0.67	3.19
Classroom Management	9	4.71	4.04	0.67	3.15
Culturally Deprived Students	10	4.60	4.09	0.51	2.34



SECONDARY PARENTS (SP)

AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
I.	GENERAL ADMINISTRATION	4.61	3.75	0.86	3.95
1.	Planning is a continuous process in the gifted and talented program.	4.87	4.00	0.87	4.24
2.	The program's budget allows for allocation of resources to achieve high priority objectives.	4.60	3.51	1.09	5.01
3.	Research findings are used in planning and improving educational programs.	4.53	3.62	0.91	4.12
4.	Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.	4.42	3.44	0.98	4.33
5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.	4.44	3.51	0.93	4.13
6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.54	3.75	0.79	3.59
7.	Students are well served by a gifted and talented program situated in one location.	4.47	4.22	0.25	1.12
8.	The school buildings provide a safe environment for staff and students.	4.84	4.22	0.62	3.00
9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.	4.60	3.53	107	4•92
10.	The major goals of the gifted and talented program are set with respect to the students' needs.	4.74	3.68	1.06	5.02

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*****	Questions by Function	Desired	Actual	Need Index	Priority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.41	3.51	0.90	3.97
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4.71	3.98	0.73	3.44
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	4.65	3.61	1.04	4.84
13.	Identification occurs as early in the students' lives as is possible.	4.42	3.52	0.90	3.98
14.	The identification process includes measures of student motivation, interests, and maturity.	4.55	3.52	1.03	4.69
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	3.87	3.79	0.08	0.31
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.40	3.16	1.24	5.46
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.39	3.35	1.04	4.57
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.31	3.18	1.13	4.87



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	Questions by Function	Pesired	Actual	Need Index	Priority Need Index
III	CULTURALLY DEPRIVED STUDENTS	4.60	4.09	0.51	2.34
19.	Female students are offered chances to consider careers in mat' and science fields.	4.66	4.38	0.28	1.30
20.	Students are counseled toward all careers in which they have an interest, regard-less of how disproportionate in minority representatives a career might be.	4.57	3.60	0.97	4.43
21.	Female and minority students are provided with positive role models in many varying careers.	4.54	3.81	0.73	3.31
22.	Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.58	4.11	0.47	2.15
23.	Math and science teachers encourage attendance and participation by female students in their classes.	4.68	4.38	0.30	1.40
24.	Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4.56	4.26	0.30	1.37
IV.	EDUCATIONAL PROGRAMS - SECONDARY	4.59	3.77	0.81	3.72
25.	A value system emphasizing achievement is shared by the gifted and talent d staff, students, and parents/community.	4.63	3.97	0.66	3.06
26.	Learning goals and objectives are clearly defined.	4.65 🗻	3.82	0.83	3.86
27.	Secondary students benefit rom spending a half day with their same age peers.	4.25	4.09	0.16	0.68
28.	The public is satisfied with achievement at the Center for the Arts and Sciences.	4.60	3.79	0.81	- 3.73



	. Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
29.	The courses of instruction are modified frequently to keep them current.	4.59	3.82	0.77	3.53
30.	The course work illustrates the inter- relatedness of the various disciplines.	4.52	3.69	0.83	3.75
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.51	3.43	1.08	4.87
32.	Many of the courses provide "hands on" experience.	4.66	4.41	0.25	1.17
33.	Special attention is focused on building good continuity across grade levels and programs.	4.70	3 . 76	0.94	4.42
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.60	2.59	2.01	9.25
35.	Collaborative curriculum planning and decision making are typical.	4.53	3.24	1.29	5.84
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	. 4•72	4.33	0.39	1.84
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.16	3.02	1.14	4.74
38.	Information on drug education at the Anter is offered at the appropriate level.	4.74	3.63	1.11	5.26
39.	Student achievement levels assist in future curricular planning.	4.71	4.00	0.71	3.34
40.	Curricular plans on a given topic allow students to select a sub-topic for independent study.	4.49	3.89	0.60	2.69

				
Questions by Function	Desired	Actual	Need Index	Priority Need Index
41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.71	4.09	0.62	2.92
42. The course work helps to develop students skills in research methods.	4.73	3.97	0.76	3.59
43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.63	4.18	0.45	2.08
V. EDUCATIONAL PROGRAMS - ELEMENTARY	*			
44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.				
45. Learning goals and objectives are clearly defined.				_
46. Standards for learning are both challenging and attainable.				_
47. Students are challenged at the elementary level by attending Handley.	*****			
48. Promotion at Handley is based on achievement rather than time spent in the classroom.				_
49. Handley does a good job preparing students for their next level of education.				_
50. Elementary homework is regularly assigned and checked.		****	***	
51. Children have opportunities to write.				_
52. A special effort is made at Handley to challenge more able elementary students.				

^{* = &}quot;- ' indicates that the function or question was not asked of this particular respondent group.



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.			****	
54.	Handley does a good job of teaching reading, writing, and arithmetic.				numina.
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.				
56.	Handley's curriculum is congruent with the regular elementary curriculum.				_
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.			- 	
58.	Given the resources available, the public is satisfied with academic achievement at Handley.				-
59.	Many of 'he courses provide "hands on" experience.				_
60.	Co-curricular activities are available for students who wish to participate in them.				-
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).				
62.	Information on drug education at Handley is offered at the appropriate level.				
63.	Student achievement levels determine future academic planning.				
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.				_



***************************************	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.74	4.07	0.67	3.19
65.	Students have opportunities to practice leadership skills.	4.67	3.97	0.70	3.27
66.	The program teaches students problem solving techniques.	4.69	4.09	0.60	2.81
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.62	4.15	0.47	2.17
68.	Students are encouraged and assisted in developing career plans.	4.70	3.92	0.78	3.67
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.73	4.07	0.66	3.12
70.	Helping the student to explore career possibilities is an important part of the school program.	4.69	3.84	0.85	3.99
71.	Students are expected to complete their work and meet recognized standards of quality.	4.85	4.37	0.48	233
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.85	4.34	0.51	2.47
73.	Students are encouraged to be independent thinkers.	4.83	4.31	0.52	2.51
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.76	4.17	0.61	2.92
75.	Students are encouraged to be concerned for other people and their personal property.	4•77	3.75	1.02	4.87
76.	The program provides students with exposure to a variety of fields of study.	4.77	3.97	0.80	3.82



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Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.82	4.11	0.71	3.42
78. The program encourages students to establish and pursue challenging goals.	4.74	4.08	0.66	3.13
79. The program fosters the development of logical and convergent thinking in the students.	4.65	4.03	0.62	2.88
80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.69	4.03	0.61	2.86
81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.73	3.90	0.83	3.93
VII. CLASSROOM MANAGEMENT	4.71	4.04	0.67	3.15
82. Parents are notified of discipline problems.	4.75	3.98	0.77	3.66
83. Administrators support teachers in student discipline matters.	4.69	4.06	0.63	2.95
84. The Center and Handley have good discipline.	4.74	3.91	0.83	3.93
85. Teachers motivate students by using rewards rather than pulishments.	4.60	3.76	0.84	3.86
86. Students are aware of classroom rules.	4.86	4.36	0.50	2.43
87. A secure, attractive environment is provided where the emphasis is on achievement.	4.71	4.26	0.45	2.12
88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.64	3.98	0.66	3.06



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Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
VIII. TEACHER VALUES AND APPROACHES				
89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.		****		
90. Teachers set and maintain a brisk instructional pace.				
91. Teachers communicate effectively.				<u> </u>
92. Teachers explain and demonstrate rather than just assign seat work.				
93. Teachers emphasize active student participation in their classes.				
94. Teachers teach at the correct level of difficulty to promote student learning.				
95. Teachers work on accomplishing the instructional goals and objectives with students.				
96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.				
97. Learning tasks are matched to lesson content so student success rate is high.				~~
98. Regular, focused reviews of key concepts and skills check on and strengthen student retention.				
99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.				- ,
100. Feedback to students is tied to learning objectives.				
101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.				_
				



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
10^	Classroom routines are smooth and efficient.				
103.	Teachers have assignments or activities ready when students arrive.				
104.	Very little time is spent or non- learning activities.				
105.	Teachers know curriculum policies and priorities.				
106.	Teachers are responsive to the student's point of view.		-		
107.	Teachers are competent in student counseling services.				
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.				- .
IX.	STAFF DEVELOPMENT				
109.	Within the program, emphasis is given to staff development and teacher skill building.				
110.	Staff development programs are effectively coordinated.				
111.	The gifted and talented program has an effective inservice training program for improving teaching skills.				
112.	The inservices provide valuable teaching tools or information.	***			
113.	Content in staff development sessions addresses instructional issues and priorities.				
114.	Staff development and training are supported with time and other necessary resources.				



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consult outs and to the most recent advances within each area.				_
116.	Administrators are involved in some type of professional development program.				-
117.	The administration supports careers enhancement possibilities for the staff members.	·. <u></u>		~=	-
118.	Teaching excellence in the program is recognized.			eng eng	_
119.	Staff development learning goals and objectives are developed by teachers.				
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.			~~	
X.	PARENTAL INVOLVEMENT AND COMMITMENT	4.67	3.46	1.21	5.65
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	4.70	3.42	1.28	6.02
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.	4.59	3.72	0.87	3.99
123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	4.57	3.21	1.36	6.22
124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.60	3.18	1.42	6.53



******	Questions by Furction	Desired	Actual	Need Index	Priority Need Index
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	4.70	3.34	1.36	6.39
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	4.69	3.55	1.14	5.35
127.	Parents of gifted and talented students support the program.	4.84	-4.08	0.76	3.68
128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	4.69	3.60	1.09	5.11
129.	Teachers encourage parents to keep track of student progress.	4.70	3.44	1.26	5.92
130.	Most parents are aware of the gifted and talented program goals.	4.77	3.38	1.39	6.63
131.	Encouraging parental involvement is an integral part of the program's plans.	4.55	3.17	1.38	6.28
XI.	AUXILIARY SUPPORT AND STAFF	4.67	3.53	1.14	5.36
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.67	3.32	1.45	6.85
133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	4.74	3.31	1.43	6.78
134.	Helping the student to explore career possib. Lacies is an important part of the total gifted and talented program.	4.71	3.39	1.32	6.22
135.	The guidance program helps students to realize the connection between their course work and their career goals.	4.69	3.42	1.27	5.96
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.	4.70	4.64	0.66	3.10



Questions 1	y Function	Desired	Actual	Need Index	Priority Need Index
	sonnel keep the building e regarding available	4.71	4.00	0.71	3.34
138. Materials found appropriate to t	in the library are the students served.	4.77	3.86	0.51	4.34
139. Audio visual mat for classroom us		4.67	4.14	0.53	2.48
	the library is provided elect materials.	4.71	3.9∪	0.81	3.82
	ection adequately serves ff and students.	4.27	1.89	2.38	10.16
XII. LEADERSHIP BY F	RINCIPAL	4.17	2.16	2.01	8.37
142. The principals a Handley believe larn.	t the Canter and at that all students can	4.24	3.34	0.90	3.82
	ave a claar understanding goals and are able to te them.	4.47	3.19	1.28	5.72
144. The principals a leaders.	re the instructional	4.10	2.91	1.19	4.88
	ake frequent classroom monitor instruction.	4.00	1.53	2.47	9.88
	nitiate organized and vement procedures.	4.14	1.79	2.35	9.73
147. The principals p are known to cre	romote methods that ate effective schools.	4.26	2.19	2.07	8.82
148. The principals c practices.	arefully mon'-or new ·	4.04	1.69	2.35	9.49
viewed by teache	alented principals are rs as having relevant pertise as well as s.	4.01	1.53	2.48	9.94



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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
150.	The principals actively encourage com- prehensive programs including multiple- methods of identification, staff develop- ment, program evaluation and revision, and support system such as counseling.	4.14	2.06	2.08	8.61
151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/tilented programs.	4.09	1.67	2.42	9.90
152.	The principals are active partners in long- and short-range planning.	٤.13	1.81	2.32	9.58
153.	The principals provide an encouraging climate for innovation and exploration by teachers and students.	4.30	2.50	1.80	7.74
154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.27	1.89	2.38	10.16
XIIJ	. COMMUNICATIONS/PUBLIC RELATIONS	4.38	3.22	1.17	5.12
155.	The gifted and talented program conducts business in a manner that inspires public confidence.	4.46	3.37	1.09	4.86
156.	The program administration provides the general public with accurate reports on its performance.	4.13	2.70	1.43	5.91
157.	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to arents, staff, and students.	4.23	3.21	1.02	4.31
158.	Parents are told about student successes.	4.49	3.63	0.86	3.86
1,59.	The principals work to gain community support for the gifted and talented program.	4.31	3.09	1.22	5.26



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
160.	The principals provide the community with information about the effectiveness of the program.	4.36	2.93	1.43	6.23
161.	Achievement results are shared with parents.	4.50	3.51	0.99	4.45
162.	Achievement results are shared with students.	4.41	3.46	0.95	4.19
163.	The student progress reporting procedure gives parents a clear understanding of their child's progress.	4.61	3.50	1.11 .	5.12
164.	The principals serve as a communication link between the Board, the parents, and the community concerning the program.	4.34	2.77	1.57	6.81



APPENDIX M

SECONDARY STUDENTS (SS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

FUNCTION	Rank	Desired	Actual	Need . Index	Priority Need Index
Identification of Gifted/Talented Students	1	4.25	. 3.42	0.83	3.52
Educational ProgramsSecondary	2	4.45	3.71	0.74	3.31
Auxiliary Support and Staff	3	4.55	3.84	0.71	3.25
Classroom Management	4	4.42	3.69	0.73	3.23
Teacher Values and Approaches	5	4.50	3.86	0.64	2.88
Personal Development of the Student	6	4.57	3.98	0.59	2.71
Culturally Deprived Students	7	4.47	3.97	0.51	2.27



SECONDARY STUDENTS (SS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
ı.	GENERAL ADMINISTRATION	*			
1.	Planting is a continuous process in the gifted and talented program				
2.	The program's budget allows for allocation of resources to achieve high priority objectives.				
3.	Research findings are used in planning and improving educational programs.				
.4•	Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.				
5.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected.				
6.	Test results, grade reports, attendance records and other methods are used to spot potential problems.				
7.	Students are well served by a gifted and talented program situated in one location.				
3.	The school buildings provide a safe environment for staff and students.				
9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own terring methods and check student progress.				-
10.	The major goals of the gifted and talented program are set with respect to the students' needs.				

^{* = &}quot;--" indicates that the function or question was not asked of this particular respondent group.

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APPENDIX K

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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	4.25	3.42	0.83	3.52
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.	4•35	3.89	0.46	2.00
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	4.37	3.46	0.91	3.98
13.	Identification occurs as early in the students' lives as is possible.	4.20	3.34	0.86	3 . 61
14.	The identification process includes measures of student motivation, interests, and maturity.	4.35	3.58	0.77	3.35
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.	3.76	3.15	0.61	2.29
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	4.33	3.32	1.01	4.37
17•	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	4.49	3.57	0.92	4.13
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	4.14	3.05	1.09	4.51



Questions by Function	Desired	Actual	Need Index	Priority Need Index
III. CULTURALLY DEPRIVED STUDENTS	4.47	3.97	0.51	2.27
19. Female students are offered chances to consider careers in math and science fields.	4.54	4.21	0.33	1.50
20. Students are counseled toward all careers in which they have an interest, regard- less of how disproportionate in minority representatives a career might be.	. 4.46	3.66	0.80	3.57
21. Female and minority students are provided with positive role models in many varying careers.	4.39	3.80	0.59	2.59
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.	4.54	3.88	0.66	3.00
23. Math and science techers encourage attendance and participation by female students in their classes.	4.48	4.18	0.30	1.34
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.	4.43	4.06	0.37	1.64
IV. EDUCATIONAL PROGRAMS - SECONDARY	4.45	3.71	0.74	3.31
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.	4.51	3.66	0.85	3.83
26. Learning goals and objectives are clearly defined.	4.67	3.77	0.90	4.20
27. Secondary students benefit from spending a half day with their same age peers.	4.08	3.76	0.32	1.31
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	4.70	3.70	1.00	4.70



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
29.	The courses of instruction are modified frequently to keep them current.	4.54	3.85	0.69	3.13
30.	The course work illustrates the inter- relatedness of the various disciplines.	4.19	3.58	0.61	2.56
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	4.35	3.23	1.12	4.87
32.	Many of the courses provide "hands on" experience.	4.70	4.20	0.50	2.35
33.	Special attention is focused on building good continuity across grade levels and programs.	4.38	3.63	0.75	3.29
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	4.29	2.84	1.45	6.22
35.	Collaborative curriculum planning and decision making are typical.	4.23	3.41	0.82	3.47
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.	4.76	4.53	0.23	1.09
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	4.43	3.12	1.31	5.80
38.	Information on drug education at the Center is offered at the appropriate level.	4.28	3.26	1.02	4.37
39.	Student achievement levels assist in future curricular planning.	4.58	3.87	0.71	3.25
40.	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.	4.32	3.50	0.82	3.54



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
41.	Teachers at the Center integrate basic and higher level thinking skills into the curriculum.	4.60	4.23	0.37	1.70
42.	The course work helps to develop students' skills in research methods.	4.41	4.04	0.37	1.63
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.	4.56	4,27	0.29	1.32
٧.	EDUCATIONAL PROGRAMS - ELEMENTARY				_
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.				
45.	Learning goals and objectives are clearly defined.				-
46.	Standards for learning are both chal- lenging and attainable.	, -	pana		_
47.	Students are challenged at the elementary level by attending Handley.				_
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.				_
49.	Handley does a good job preparing students for their next level of education.				_
50.	Elementary homework is regularly assigned and checked.				*****
51.	Children have opportunities to write.				
52.	A special effort is made at Handley to challenge more able elementary students.				



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
53.	Elementary courses of instruction are modified frequently enough to keep them current.				_
54.	Handley does a good job of teaching reading, writing, and arithmetic.				
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.				
56.	Handley's curriculum is congruent with the regular elementary curriculum.				
57.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.				
58.	Given the resources available, the public is satisfied with academic achievement at Handley.				
59.	Many of the courses provide "hands on" experience.				
60.	Co-curricular activities are available for students who wish to participate in them.				
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).		 -		_
62.	Information on drug education at Handley is offered at the appropriate level.	·			
63.	Student achievement levels determine future academic planning.				
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.				



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
VI.	PERSONAL DEVELOPMENT OF THE STUDENT	4.57	3.98	0.59	2.71
65.	Students have opportunities to practice leadership skills.	4.48	3.79	0.69	3.09
66.	The program teaches students problem solving techniques.	4.49	3.92	0.57	2.56
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.	4.51	3.96	0.55	2.48
68.	Students are encouraged and assisted in developing career plans.	4.58	3.78	0.80	3.66
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.	4.56	4.14	0.42	1.92
70.	Helping the student to explore career possibilities is an important part of the school program.	4.64	3.82	0.82	3.80
71.	Students are expected to complete their work and meet recognized standards of quality.	4.49	4.24	0.25	1.12
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.	4.68	4.25	0.43	2.01
73.	Students are encouraged to be independent thinkers.	4.70	4.27	0.43	2.02
74.	The gifted and talented program tries to develop an appreciation of learning in each student.	4.67	4.10	0.57	2.66
75.	Students are encouraged to be concerned for other people and their personal property.	4.55	3.57	0.98	4.46
76.	The program provides students with exposure to a variety of fields of study.	4 . 56	3.87	0.69	3.15



	Questions by Function	Desired	Actual	Ne ed Index	Pr lority Need Index
77 .	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs.	4.69	4.10	0.59	2.77
78.	The program encourages students to establish and pursue challenging goals.	4.68	4.10	0.58	2.71
79.	The program fosters the development of logical and convergent thinking in the students.	4.48	3.89	0.59	2.64
80.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.	4.47	3.92	0.55	2.46
81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.	4.49	4.34	0.55	2.47
AII	CLASSROOM MANAGEMENT	4.42	3.69	0.73	3.23
82.	Parents are notified of discipline problems.	4.23	3.64	0.59	2.50
83.	Administrators support teachers in student discipline matters.	4.33	3.87	0.46	1.99
84.	The Center and Handley have good discipline.	4.49	3.63	0.86	3.86
85.	Teachers motivate students by using rewards rather than punishments.	4.08	3.07	1.01	4.12
86.	Students are aware of classroom rules.	4.67	4.02	0.65	3.04
87.	A secure, attractive environment is provided where the emphasis is on achievement.	4.63	3.90	0.73	3.38
88.	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.54	3.73	0.81	3.68



APPENDIX I

	Ougations by Europies	D		Need	Priority
	Questions by Function	Desired	Actual	Index	Need Index
VIII	. TEACHER VALUES AND APPROACHES	4.50	3.86	0.64	2.88
89.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.38	3.79	0.59	2.58
90.	Teachers set and maintain a brisk instructional pace.	4.31	3.73	0.58	2.50
91.	Teachers communicate effectively.	4.72	3.88	0.84	3.96
92.	Teachers explain and demonstrate rather than just assign seat work.	4.72	4.27	0.45	2.12
93.	Teachers emphasize active student participation in their classes.	4.64	4.20	0.44	2.04
94.	Teachers teach at the correct level of difficulty to promote student learning.	4.66	4.05	0.51	2.54
95.	Teachers work on accomplishing the instructional goals and objectives with students.	4.51	3.84	0.67	3.02
96.	Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.60	3.87	0.73	3.36
97.	Learning tasks are matched to lesson content so student success rate is high.	4.54	3.87	0.67	3.04
98.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.46	3.73	0.73	3.26
99.	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.42	3.86	0.56	2.48
100.	Feedback to students is tied to learning objectives.	4.46	3.85	0.61	2.72
101.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.	4.59	3.84	0.75	3.44



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	Questions by Function	Desired	Actual	Need Index	Priority Need Index
102.	Classroom routines are smooth and efficient.	4.54	3.62	0.92	4.18
103.	Teachers have assignments or activities ready when students arrive.	4.40	3.89	0.51	2.24
104.	Very little time is spent on non- learning activities.	4.10	3.71	0.39	1.60
105.	Teachers know curriculum policies and priorities.	4.53	4.22	0.31	1.40
106.	Teachers are responsive to the student's point of view.	4.72	3.73	0.99	4.67
107.	Teachers are competent in student counseling services.	4.54	3.60	0.94	4.27
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.	4.21	3.71	0.50	2.11
IX.	STAFF DEVELOPMENT			****	
109.	Within the program, emphasis is given to staff development and teacher skill building.				
110.	Staff development programs are effectively coordinated.				
111.	The gifted and talented program has an effective inservice training program for improving teaching skills.				
112.	The inservices provide valuable teaching tools or information.			***	
113.	Content in staff development sessions addresses instructional issues and priorities.				
114.	Staff development and training are supported with time and other necessary resources.				_



	Questions by Function	Desired	Actual	Need Index	Priority Need Index
115.	The teachers and students have access to consultants and to the most recent advances within each area.				
116.	Administrators are involved in some type of professional development program.				
117.	The administration supports careers enhancement possibilities for the staff members.				_
118.	Teaching excellence in the program is recognized.				
119.	Staff development learning goals and objectives are developed by teachers.				
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.				-
X.	PARENTAL INVOLVEMENT AND COMMITMENT				
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.				
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.				_
123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.				-
124.	There is frequent two-way communication between parents and the gifted and talented program's staff.			·	

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197

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
125. Parents are aware of their responsibities for helping students develop the giftedness or talents.				
126. Parents realize the vocational value all of the gifted and talented progra courses.				
127. Parents of gifted and talented studen support the program.	its			_
128. Parents who supported their children involvement in the Center at the juni high level also support it as strongl at the senior high level.	or	-10-10		-
129. Teachers encourage parents to keep tr of student progress.	ack —			
130. Most parents are aware of the gifted and talented program goals.				_
131. Encouraging parental involvement is a integral part of the program's plans.	n			_
XI. AUXILIARY SUPPORT AND STAFF	4.55	3.84	0.71	3.25
132. Effective guidance and counseling are readily available to each student in the gifted and talented program.	4.60	3.74	0.86	3.96
133. The gifted and talented program's guidance program helps students acquir an understanding of vocational trends.	4.43	3.55	0.88	3.90
134. Helping the student to explore career possibilities is an important part of the total gifted and talented program.		3.84	0.73	3.34
135. The guidance program helps students to realize the connection between their course work and their career goals.	4.50	3.74	0.76	3.42
136. The librarians at the Center and Handl ask for teacher suggestions when selecting new materials for the library.	Ley 4.49	3.92	0.57	2.56



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Questions by Function	Desired	Actual	Need Index	Priority Need Index
137. The library personnel keep the building staff up-to-date regarding available materials.	4.58	3.99	0.59	2.70
138. Materials found in the library are appropriate to the students served.	4.64	4.04	0.60	2.78
139. Audio visual materials are available for classroom use.	4.54	4.13	0.41	1.86
140. Adequate time in the library is provided to students to select materials.	4.51	3.57	0.94	4.24
141. The library collection adequately serves the needs of staff and students.	4.67	3.88	0.79	3.69
XII. LEADERSHIP BY PRINCIPAL				
142. The principals at the Center and at Handley believe that all students can learn.				
143. The principals have a clear understanding of the program's go. s and are able to clearly articulate them.				
144. The principals are the instructional leaders.			****	
145. The principals make frequent classroom observations to monitor instruction.				
146. The principals initiate organized and systematic improvement procedures.				
147. The principals promote methods that are known to create effective schools.				
148. The principals carefully monitor new practices.				-
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.				_



199

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	Questions by Function	Desired	Actual	Ne ed Index	Priority Need Index
150.	The principals actively encourage com- prehensive programs including multiple- methods of identification, staff develop- ment, program evaluation and revision, and support system such as counseling.				
151.	The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.				
152.	The principals are active partners in long- and short-range planning.		· 		
153.	The principals provide an encouraging climate for innovation and exploration by teachers and students.				
154.	The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.				
XIII	. COMMUNICATIONS/PUBLIC RELATIONS				
155.	The gifted and talented program conducts business in a manner that inspires public confidence.				
156.	The program administration provides the general public with accurate reports on its performance.				
157.	Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.				_
158.	Parents are told about student successes.	****			
159.	The principals work to gain community support for the gifted and talented program.	40-40			



APPEND!'X N

Questions by Function	Desired	Actual	Need Index	Priority Need Index
160. The principals provide the community with information about the effectiveness of the program.				
161. Achievement results are shared with parents.				_
162. Achievement results are shared with students.				
163. The student progress reporting procedure gives parents a clear understanding of their child's progress.				_
164. The principals serve as a communication link between the Board, the parents, and the community concerning the program	•			



APPENDIX O

TABLE 0.1. SUMMARY OF HIGH PRIORITY NEEDS AS INDICATED BY HIGH PRIORITY NEED INDEX FUNCTIONS AND QUESTIONS FOR THE TOTAL AND EACH RESPONDENT GROUP.

FUNCTION	Total (T)	Elementary Prof Staff (EPS)	Elementary Parents (EP)	Secondary Prof Staff (SPS)	Secondary Parents (SP)	Secondary Students (SS)
Identification of Gifted/Talented Students	Fq	Fq	Fq	Fq	F	Fq
Auxiliary Support and Staff	Fq	Fq	Fq	p	Fq	Fq
Parental Involvement and Commitment	Fq	Fq	Fq	Fq	Fq	*
Staff Development	Fq	Fq	*	Fq	*	*
Leadership by Principal	Fq	P			Fq	*
Educational Programs—Secondary	P	*	*	Fq	q	Fq
General Administration	q	Fq	Fq	q		*
Communications/Public Relations	P	Р	q	Fq	Fq	*
Personal Development of the Student		Р	Fq	q		p
Teacher Values and Approaches	p	Р	*	q	*	Fq
Classroom Management		q	q			Fq
Culturally Deprived Students		P		q		
Educational Programs—Elementary		q	q	*		*

 $F = \mbox{functions identified as one of top five function areas.}$



q = functions for which high need questions were identified.

^{* =} no questions asked of this group in this particular function.

HIGH PRIORITY NEED INDEX FUNCTIONS AND QUESTIONS* FOR INDIVIDUAL GROUPS POLLED AND TOTAL SPRING, 1987.

	Hi	gh Prio	rity Nee	d Index	Values	
Questions by Function	T**	EPS	EP	SPS	SP	SS
I. GENERAL ADMINISTRATION		3.60	3.63			***
l. Planning is a continuous process in the gifted and talented program.			3.64			
 The program's budget allows for allocation of resources to achieve high priority objectives. 	6.14	9.45	6.98			
 Research findings are used in planning and improving educational programs. 	4.59			6.95		
4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program.						
 Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. 			4.40			
6. Test results, grade reports, attendance records and other methods are used to spot potential problems.						
7. Students are well served by a gifted and talented program situated in one location.						

*High priority need index functions were defined as the top five functions for the particular group. High priority need index questions were defined as the highest 25% priority need index values for a particular group. Values are thus shown only for high need index functions and questions.

**Groups Polled:

Total of all five groups combined with equal weighting given to each group in the averaging process.

EPS = Elementary Professional Staff

EP = Elementary Parents

SPS = Secondary Professional Staff

SP = Secondary Parents
SS = Secondary Students

***Questions in this function were not asked of this particular group.



*		Н:	igh Prio	rity Ne	ed Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	ss
8.	The school buildings provide a safe environment for staff and students.			4.37			
9.	Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress.						
10.	The major goals of the gifted and talented program are set with respect to the students needs.			4.20			
II.	IDENTIFICATION OF GIFTED/TALENTED STUDENTS	5.33	8.25	4.20	7.09	3.97	3.52
11.	Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals.						
12.	The identification of gifted and talented students is an ongoing process, not an annual event.	5.26	6.65	4.74	6.25		3,98
13.	Identification occurs as early in the students' lives as is possible.		6.40	4.05			
14.	The identification process includes measures of student motivation, interests, and maturity.	5.11	6.17	3.70	7.86		
15.	Emphasis is given to identifying gifted/ talented students in culturally dis- advantaged groups.		10.18		6.02		
16.	All the teachers in the district participate in inservices on how to identify gifted/talented students.	8.67	13.87	8.15	12.18		4.37
17.	The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program.	6.33	9.05	4.79	9.58		4.13
18.	The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program.	6.19	9.45	5.15	7•41		4.51



	Н	igh Prio	rity Ne	ed Index	Values	
Questions by Function	T**	EPS	EP	SPS	SP	ss
III. CULTURALLY DEPRIVED STUDENTS						
19. Female students are offered chances to consider careers in math and science fields.						
20. Students are counseled toward all careers in which they have an interest, regard- less of how disproportionate in minority representatives a career might be.		5.76		5.90		
21. Female and minority students are provided with positive role models in many varying careers.		4.60		5•94		
22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images.						
23. Math and science teachers encourage attendance and participation by female students in their classes.						
24. Examples and methods of teaching used in the classroom relate to minority and/ or female prespectives as well as to majority perspectives.						
IV. EDUCATIONAL PROGRAMS - SECONDARY		***	***	4.46		3.31
25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community.				6.01		3.83
26. Learning goals and objectives are clearly defined.						4.20
27. Secondary students benefit from spending a half day with their same age peers.						
28. The public is satisfied with achievement at the Center for the Arts and Sciences.	5.25			7.46		4.70



		Hi	gh Prior	ity Ne	ed Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	SS
29.	The courses of instruction are modified frequently to keep them current.						
30.	The course work illustrates the inter- relatedness of the various disciplines.				5.51		
31.	The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common.	5.32			6.25		4.87
32.	Many of the courses provide "hands on" experience.						
33.	Special attention is focused on building good continuity across grade levels and programs.				5.51		
34.	Provisions are outlined for coordination between teachers in the Center and in the home school classrooms.	8.62			10.53	9.25	6.22
35.	Collaborative curriculum planning and decision making are typical.	5.06			5.98		
36.	Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school.						
37.	The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students.	5•35			5.52		5.80
38.	Information on drug education at the Center is offered at the appropriate level.	4.82					4.37
39.	Student achievement levels assist in future curricular planning.						
40.	Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study.						



		H	igh Prio	rity Ne	ed Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	SS
41.	Teachers at the Center integrate basic and higher level thinking skills into the curricu_um.						
42.	The course work helps to develop students' skills in research methods.						
43.	Learning activities at the Center take place at a more appropriate pace than in the home school classroom.						
v.	EDUCATIONAL PROGRAMS - ELEMENTARY				***	***	***
44.	A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community.						
45.	Learning goals and objectives are clearly defined.		4.77	3.66			
46.	Standards for learning are both chal- lenging and attainable.						
47.	Students are challenged at the elementary level by attending Handley.						
48.	Promotion at Handley is based on achievement rather than time spent in the classroom.						
49.	Handley does a good job preparing students for their next level of education.						
50.	Elementary homework is regularly assigned and checked.						
51.	Children have opportunities to write.						
52.	A special effort is made at Handley to challenge more able elementary students.						



		I	ligh Prio	rity Ne	ed Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	SS
53.	Elementary courses of instruction are modified frequently enough to keep them current.						-
54.	Handley does a good job of teaching reading, writing, and arithmetic.						
55.	Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn.					•	
56.	Handley's curriculum is congruent with the regular elementary curriculum.						
5 7.	The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially.						
58.	Given the resources available, the public is satisfied with academic achievement at Handley.						
59.	Many of the courses provide "hands on" experience.						
60.	Co-curricular activities are available for students who wish to participate in them.						ı
61.	Teachers at Handley do a good job of teaching health education (which includes a component on sex education).			3.95			
62.	Information on drug education at Handley is offered at the appropriate level.			4.40			
63.	Student achievement levels determine future academic planning.						
64.	Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students.						



		Hi	gh Prio	rity Nee	d Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	SS
VI.	PERSONAL DEVELOPMENT OF THE STUDENT			2.88			,
65.	Students have opportunities to practice leadership skills.						
66.	The program teaches students problem solving techniques.						
67.	Students have opportunities to work with other students of similar and dissimilar abilities and interests.						•
68.	Students are encouraged and assisted in developing career plans.		4.42				
69.	The visual and performing art classes at the Center have career establishing components as do academic courses.						
70.	Helping the student to explore career possibilities is an important part of the school program.		4.95				
71.	Students are expected to complete their work and meet recognized standards of quality.						
72.	Students have the opportunity to develop a sense of responsibility and self-reliance.						
73.	Students are encouraged to be independent thinkers.						
74.	The gifted and talented program tries to develop an appreciation of learning in each student.						
75.	Students are encouraged to be concerned for other people and their personal property.			5•25			4.46
76.	The program provides students with exposure to a variety of fields of study.						



209

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		Н	igh Prio	rity Ne	ed Index	Values	
	Questions by Function	T**	EPS	EP	SPS	SP	ss
77.	The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs						
78.	The program encourages students to establish and pursue challenging goals.						
79.	The program fosters the development of logical and convergent thinking in the students.						
80.	The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students.			3.60			
81.	The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students.			3.92	5.55		
VII	• CLASSROOM MANAGEMENT						3.23
82.	Parents are notified of discipline problems.						
83.	Administrators support teachers in student discipline matters.						
84.	The Center and Handley have good discipline.	,	5.40	3.71			3.86
85.	Teachers motivate students by using rewards rather than punishments.						4.12
86.	Students are aware of classroom rules.						
87.	A secure, attractive environment is provided where the emphasis is on achievement.						
88.	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.						



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	Questions by Function	ም * *	igh Prio				T
VIII	TEACHER VALUES AND APPROACHES	1**	EPS	***	SPS	***	2.88
89.	Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.						
90.	Teachers set and maintain a brisk instructional pace.						
91.	Teachers communicate effectively.						3.96
92.	Teachers explain and demonstrate rather than just assign seat work.						
93.	Teachers emphasize active student participation in their classes.						
94.	Teachers teach at the correct level of difficulty to promote student learning.			:			
95.	Teachers work on accomplishing the instructional goals and objectives with students.						
96.	Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.			,			4.27
97.	Learning tasks are matched to lesson content so student success rate is high.						
98.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.						
99.	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.						
100.	Feedback to students is tied to learning objectives.						
101.	To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond.						



, 2 . . . 216

		High Priority Need Index Values						
	Questions by Function	T**	EPS	EP	SPS	SP	SS	
102.	Classroom routines are smooth and efficient.					1	4.18	
103.	Teachers have assignments or activities ready when students arrive.							
104.	Very little time is spent on non- learning activities.							
105.	Teachers know curriculum policies and priorities.							
106.	Teachers are responsive to the student's point of view.						4.67	
107.	Teachers are competent in student counseling services.	4.72	6.41					
108.	Teachers function more like facilitators than directors in their approaches to the students' course work.							
IX.	STAFF DEVELOPMENT	4.57	4.30	***	4.84	***		
109.	Within the program, emphasis is given to staff development and teacher skill building.							
110.	Staff development programs are effectively coordinated.							
111.	The gifted and talented program has an effective inservice training program for improving teaching skills.	5.34	4.83		5.84			
112.	The inservices provide valuable teaching tools or information.							
113.	Content in staff development sessions addresses instructional issues and priorities.	5.60			6.82			
114.	Staff development and training are supported with time and other necessary resources.	4.86	5.13					



		High Priority Need Index Values							
	Questions by Function	T**	ErS	ZP	SPS	3P	ss		
115.	The teachers and students have access to consultants and to the most recent advances within each area.	5.53	6.81						
116.	Administrators are involved in some type of professional development program.		£.51						
117.	The administration supports careers enhancement possibilities for the staff members.								
118.	Teaching excellence in the program is recognized.	4.63	4.53						
119.	Staff development learning goals and objectives are developed by teachers.	4.72			5.04				
120.	There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings.	6.77			9.31				
X.	PARENTAL INVOLVEMENT AND COMMITMENT	4.93	3.36	3.63	7.09	5.65	***		
121.	Procedures for parental involvement in the program are clearly communicated to parents and used consistently.	5.08			7.68				
122.	Parents have options for becoming involved in activities that support the gifted and talented instructional program.								
123.	The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents.	5.12		4.08	6.93				
124.	There is frequent two-way communication between parents and the gifted and talented program's staff.	4.68		3. 78	5.99				



		High Priority Need Index Values							
	Questions by Function	T**	EPS	EP	SPS	SP	ss		
125.	Parents are aware of their responsibil- ities for helping students develop their giftedness or talents.	5•52			7.82				
126.	Parents realize the vocational value of all of the gifted and talented program's courses.	5.68		4.06	9.02				
127.	Parents of gifted and talented students support the program.				6.65				
128.	Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level.	6.49	7.76	4.46	8.75				
129.	Teachers encourage parents to keep track of student progress.								
130.	Most parents are aware of the gifted and talented program goals.	5.75		4.87	7.92				
131.	Encouraging parental involvement is an integral part of the program's plans.	4.67			7.01				
XI.	AUXILIARY SUPPORT AND STAFF	5.22	9.32	4.24		5.36	2.88		
132.	Effective guidance and counseling are readily available to each student in the gifted and talented program.	8.34	19.60	7.62			3.96		
133.	The gifted and talented program's guidance program helps students acquire an understanding of vocational trends.	7.79	16.35	6.01	6.67		3.90		
134.	Helping the student to explore career possibilities is an important part of the total gifted and talented program.	4.98	6.75		5•21				
135.	The guidance program helps students to realize the connection between their course work and their career goals.	6.77	12.32	4.37	7.92				
136.	The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library.		6.15						



	High Priority Need Index Values						
Questions by Function	T**	EPS	EP	SPS	SP	SS	
The library personnel keep the building staff up-to-date regarding available materials.		6.04					
138. Materials found in the library are appropriate to the students served.		6.15	4.03				
139. Audio visual materials are available for classroom use.		6.99					
140. Adequate time in the library is provided to students to select materials.		4.92				4.24	
141. The library collection adequately serves the needs of staff and students.	6.80	8.22	5.62	5.92	10.16		
XII. LEADERSHIP BY PRINCIPAL	4.09		_		8.37	***	
142. The principals at the Center and at Handley believe that all students can learn.	,		-				
143. The principals have a clear understanding of the program's goals and are able to clearly articulate them.							
144. The principals are the instructional leaders.							
145. The principals make frequent classroom observations to monitor instruction.	6.10	7.51			9.88		
146. The principals initiate organized and systematic improvement procedures.					9.73	- -	
147. The principals promote methods that are known to create effective schools.	:				8.82		
148. The principals carefully monitor new practices.	5.00	4.67			9.49		
149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills.	5.41	4.83			9.94		



	Н	igh Prio	rity Ne	ed Index	. Values	
Questions by Function	T**	EPS	EP	SPS_	SP	SS
150. The principals actively encourage com- prehensive programs including multiple- methods of identification, staff develop- ment, program evaluation and revision, and support system such as counseling.		<u>.</u>			8.61	
151. The principals use principles of super- vision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs.	4.92				9.90	
152. The principals are active partners in long- and short-range planning.					9.58	
153. The principals provide an encouraging climate for innovation and exploration by teachers and students.					7.74	
154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making.	4.72		•		10.16	
XIII. COMMUNICATIONS/PUBLIC RELATIONS				4.23	5.12	***
155. The gifted and talented program conducts business in a manner that inspires public confidence.						
156. The program administration :ovides the general public with accurate reports on its performance.	5•09	4•83	4•06	5•35		
157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students.						
158. Parents are told about student successes.						
159. The principals work to gain community support for the gifted and talented program.	4.89	4.83				



Ourand and he	Questions by Function			High Priority Need Index Values						
Questions by	runction	T**	EPS	_ EP	SPS	SP	SS			
160. The principals pr with information of the program.	covide the community about the effectiveness									
161. Achievement resul parents.	ts are shared with									
162. Achievement resul students.	ts are shared with									
	ess reporting procedure lear understanding of ogress.									
link between the	erve as a communication Board, the parents, concerning the program.									